

# Newbold and Tredington C of E Primary School and Day Nursery

Creating a chance to SHINE every day

## English Policy



This policy was ratified: July 2018

And will be reviewed: July 2021

Signed by Headteacher: Samantha Welsby

Signed by Chair: Dave McWhirter

Signed by Subject Lead Governor: Natalie Hufton

This policy should be read alongside the new National Curriculum in England and other documents from the Standards and testing Agency.

At Newbold and Tredington C of E Primary School we recognise that, without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant throughout school life and beyond. It is part of the 'essential knowledge' (p6 National Curriculum) that is needed in society:

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (p10 National Curriculum)

We are an inclusive school: we set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances. We use one to one support and small group support to help with this. We plan teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEN code of practice. We agree with the statement of the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised' (p13)

### 1. Spoken Language:

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (p10) They should:

- Justify ideas with reasons

- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

1. Our aims and connected provision:

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions.

Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- Poetry recital
- School Plays
- Class debates and debate club
- Collective worship and class assemblies
- Events within the community
- School Council
- Talk partners
- Book talk
- Drama / role play

2. Reading:

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually' (p13) Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p13).

At Newbold and Tredington, we have extensive library facilities and support and encourage reading at home by completing and sending home reading record, entering competitions such as 'Read for my School' and supporting charities by reading e.g. by taking part in 'Readathon.' Children have the opportunity to win a book token half termly by reading at home five times in a week and moving along our whole school race track display.

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

### 2.1 Our aims and connected provision

- Pupils learn to read easily and fluently through daily phonics in Key Stage One, regular reading to adults in school, reading partners and incentives to read at home
- Pupils are encouraged to read widely, through our use of differing class texts, reading passports, library visits and high quality attractive books in classrooms.
- Pupils are encouraged to read for pleasure using reading partners, quiet reading time, listening to an adult read and the various methods outlined above.
- Pupils also need to read to find information in all lessons and comprehension is assessed in a formal way every term.
- Pupils are exposed to a range of texts from their literacy heritage during their school career
- Pupils look at class texts in more depth
- Daily reading and comprehension interventions are offered to children who require them

### 3. Writing:

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write with varying levels of formality
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

### 3.1 Our aims and connected provision

- We teach grammar using a colour coded approach through our class texts and when writing and use these to build success criteria for a piece of writing when first learning about that text type
- We use text type progression documents to support progress as children move through the school
- We use high quality texts, modelling and shared and guided writing to demonstrate good practice
- We encourage and promote ‘talk for writing’ including reading into writing
- We provide time for planning, editing and revising following supportive marking comments
- Pupils self assess and peer assess when appropriate so they can evaluate effectively
- We encourage joined handwriting using a whole school ‘Scholastic’ scheme to support spelling and speed
- We use drama and hot-seating to help pupils to think about another point of view and write in role

#### 4. Vocabulary Development:

The National Curriculum makes clear that learning vocabulary is key to ‘learning and progress across the whole curriculum’ (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to:

- Be active
- Be progressive/ systematic
- allow children to make links from known words
- Develop understanding of shades of meaning
- Include terminology used in examinations
- Include subject specific, accurate mathematical and scientific words

##### 4.1 Our aims and connected provision:

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Read Write Inc spelling rules to learn, apply and use in other contexts
- Displaying key words linked to topics and subjects
- Using the correct vocabulary orally
- In-depth word based lessons looking at patterns
- Using dictionaries and thesauri
- Using good quality texts to demonstrate how authors choose vocabulary to create a particular effect

#### 5. Planning and Assessment:

##### 5.1. Planning:

- Long term overviews can be found on the school website
- Planning shows differentiation by age and ability and provision is adapted and personalised for each child

- English is planned around a key text
- Schemes of work for phonics (Letters and Sounds) and spelling (Read Write Inc Spelling) are used to ensure developmental learning building on prior knowledge
- Short term planning is flexible allowing for assessment for learning after each session. It follows an agreed structure including looking at a good example text, comprehension, grammar teaching, modelled and shared writing before children apply the taught skills independently
- Half-termly pupil progress meeting are used to track and support children
- Staff attend moderation sessions within the county including other schools in the consortium and Local Authority moderation and training opportunities
- End of Key Stage Assessments are analysed by the SLT and fed into the school SEF and performance management targets

6. Professional development:

- The English Leader attends termly training within county, reports back to all staff and provides training through INSET and regular staff meetings
- Staff attend relevant courses during the school year
- Moderation takes place in school, within the consortium and with support from the Local Authority