



English Policy

The National Curriculum identifies English as a core subject. At Fellgate Primary School we believe that English permeates all areas of the curriculum and extends to all aspects of a pupil's life. In order for a pupil to become a fully developed and fulfilled individual, a knowledge and understanding of both English Language and English Literature is essential. We also believe it is important that our pupils develop an appreciation of the wider aspects of language in our society, for example dialects and other languages.

We want pupils to leave school as young people with the ability to express themselves creatively and imaginatively and to communicate with others effectively and confidently. We want our pupils to be enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. We hope they will have acquired an understanding of how language works by looking at its patterns, structure and origins. We want them to be able to choose and adapt what they say and write in different situations.

Aims:

Our aims in English are:

- To provide a stimulating and motivating curriculum that promotes interest and enjoyment.
- To develop each pupil's ability and confidence in English through the use of carefully planned activities which draw and build upon the children's own language experience.
- To enable children to speak clearly, fluently, and audibly in ways which take account of the audience.
- To enable children to adapt their speech according to purpose and audience.
- To encourage children to listen with concentration in order to be able to understand what they have heard and respond appropriately.
- To develop children's abilities to reflect on their own and others' contributions and the language used.
- To enthuse and excite children with a wide range of literature, instilling in them a love of reading and story-telling.
- To develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge.
- To help children enjoy writing and to take pride in the written pieces that they produce.
- To enable children to write clearly, accurately and with meaning in different written forms and for a variety of purposes and audiences.
- To ensure pupils are aware of their targets and understand what they need to do in order to achieve these.
- To ensure continuity and progression through the key stage, so that children make rapid progress.

READING:

Rationale: Reading should be seen as a source of interest and enjoyment. It should build on the children's oral language and life experiences.

Aims:

- To develop the ability to read, understand and respond to all types of writing.
- To apply learnt phonemic strategies to decode unfamiliar text.

- To develop children's reading and information retrieval strategies for the purpose of study.
- To develop skills of decoding, prediction, sequencing, skimming and scanning, inference, deduction and looking for meaning beyond the literal.
- To develop children's knowledge about language.
- To be confident reading a wide range of books (both fiction and non-fiction) independently.
- To read accurately and fluently.
- To read for pleasure.
- To develop an appreciation and care of books.

Learning and Teaching:

- Pupils' understanding and appreciation of literacy and non-literacy texts will be developed through the appropriate stages in line with the National Curriculum.
- Pupils will experience a wide range of texts and will be taught the knowledge, skills and understanding through the range of study outlined in the National Curriculum.
- The subject leader provides a framework for each year group to ensure that varieties of genres are taught each year and that there is no repetition of taught texts in different year groups.
- Children's reading and decoding skills will be developed and monitored through the application of the teaching of phonics, regular guided reading sessions, as well as weekly reading sessions. All sessions will have clearly stated learning objectives and activities which challenge the children to progress beyond their current level.
- Across all lessons and when reading the class novel, teachers model approaches to reading to an audience in order for children to develop their skills in tone, pitch and intonation.
- Reading Programme. Children progress through the programme with increasingly more complex texts; developing a breadth of vocabulary and enhancing comprehension skills as they do so.
- Pupils take home reading books and will be encouraged to read with their parents.
- Pupils will have an opportunity to select a book from school on a regular basis.
- Pupils will be read to throughout the school within the class and whole school setting.
- Opportunities for independent, peer and group reading will take place in class.

Learning outcomes:

- Pupils will be able to read a variety of genres to a variety of audiences.
- They will be confident in the skills of decoding using phonemic strategies.
- Pupils will develop a love and enthusiasm for books as well as respect, looking after them properly.

WRITING:

Rationale: Writing is an important medium of communication. It should provide pleasure and is an aid to effective learning.

Aims

Pupils will:

- Organise their ideas effectively.
- Present ideas clearly and attractively.
- Express ideas in a way that will use accepted features and conventions.
- Develop the powers of observation, recall, reflection, elaboration and organisation so that they will become confident, independent writers.

Learning and Teaching:

- Opportunities will be provided for pupils to write in different contexts and for a variety of different purposes and audiences.
- Pupils will write in response to a wide range of written, visual, media and oral stimuli.
- Pupils will apply new knowledge in writing, which will enable them to become independent, confident writers.
- A process of planning, drafting and redrafting, revising and proof-reading will be encouraged.
- Punctuation will be taught using relevant, interactive and appropriate activities.
- The use of dictionaries and thesauri will be encouraged where appropriate.
- Pupils will discuss their own writing with the teacher, other adults and pupils.
- Teachers will be aware of factors affecting language variations.
- Additional resources such as the library and ICT will be included in teaching.
- The teaching sequence for writing will ensure that all pupils will have the experience of reading and responding to text, and analysing for features and conventions.

The teaching of writing is embedded across our curriculum. The key skills of composition, planning and drafting, punctuation, spelling, grammar and handwriting are taught explicitly in the context of the English lesson and also through cross-curricular writing in other subjects. In each unit of study, the children will complete a series of varied writing opportunities, studying dissected, worked examples of successful writing in order to build success criteria for their own compositions.

Modelling

At Fellgate Primary School, we believe that children need to be immersed in good writing models before they can begin their own writing of fiction and non-fiction pieces. Through this, they can explore the language features and structure of a text and pick out elements that they will need to include in their own writing. In both fiction and non-fiction writing, teachers may use existing texts or produce examples of their own for the children to analyse and dissect. From this point children can begin to link elements of their own writing with successful examples that they have read.

Planning / Modelling/Writing

From the creation of success criteria for writing, children can then begin to plan their own compositions. The teacher models the planning process and consistently models examples of how to improve sentence structure, check that writing makes sense, edit and use grammar and punctuation correctly. Throughout the planning and writing process, children are consistently required to edit and improve through peer, self and teacher feedback. Writing is celebrated in class with the teacher using a visualiser to display good examples on the board or by reading aloud a passage.

Assessment

Writing will be assessed using the work the children produce throughout the term. Assessment in reading and writing will be carried out termly. Targets will be agreed and shared with the children based on these assessments. Work will be sampled and moderated to ensure consistency across the school. Self and peer assessment will be encouraged. Pupil Feedback will be carried out on an ongoing basis using the agreed criteria.

Intended Outcomes:

There will be group work, individual work and class teaching as appropriate.
Pupils will follow a Programme of Study within the National Framework, suited to their level of ability.
Equal opportunities will be provided for pupils to develop their ability in writing.
The classroom will provide a stimulating environment to include the use of working walls.
Writing will be integrated with reading, speaking and listening when appropriate.
All curriculum areas will provide a range of writing experiences.

Speaking and Listening

Rationale: Language is an integral part of learning and oral language has a key role in classroom learning and teaching. Speaking and listening, reading and writing are interdependent, therefore learning and teaching about language and how it is used in different modes will develop all three of them.

Aims: Our aims are that the pupils will:

- Be able to speak clearly and fluently in a 1:1 situation as well as to a larger audience
- Be able to develop and sustain ideas through speech.
- Become active listeners.
- Be able to work collaboratively within a group and make contributions.
- Be able to work in role, hot seating, improvising, scripting, performing and responding to performances.

Learning and Teaching:

- Opportunities will be provided for pupils to develop their skills as speakers and listeners during each unit of study.
- Opportunities will be provided for pupils to develop their skills as speakers and listeners in all areas of the curriculum.
- Pupils will understand and demonstrate the rules required to be a good speaker and listener.
- Group work will encourage all pupils to have an active role and therefore contribute to the task.
- Opportunities for drama, hot seating and role play will be provided throughout the curriculum and pupils will understand the expectations required of being 'in role' or being a member of the audience.
- All teaching staff will model correct use of Standard Register, making use of debate and questioning, encouraging good use of literacy skills at all times.

Intended Outcomes

- There will be a systematic approach to teaching speaking and listening using a variety of strategies.
- Cross-curricular links will provide development of, and opportunities for, speaking and listening.
- Pupils will be regularly involved in work which encourages them to use talk effectively and see its value.
- Pupils will gain confidence in sharing their ideas, opinions and will express themselves willingly.

- Pupils will gain confidence in performing, improving and scripting their work.

SPELLING:

Rationale: The acquisition of spelling skills is a developmental process requiring growing familiarity with visual structures of the English language.

Aims:

Our aim is that pupils should be encouraged as independent spellers by:

- Accumulating a bank of words that they can be spelt correctly.
- Applying learnt strategies for spelling unfamiliar words.
- Applying learned spellings in all written work.
- Encouraging independent and competent spelling at all levels of writing across the curriculum.

Learning and Teaching:

Spelling will be taught across the curriculum.

- All pupils will work on phonemic awareness and phonic knowledge using Jolly phonics before the Spelling Shed spelling programme for Key Stage 1 and 2.
- Spelling strategies, spelling banks and checking spelling will be developed as outlined in the National Curriculum and supporting documents.
- Pupils will be encouraged to use dictionaries and thesauri where appropriate.
- Pupils will be encouraged to self-check their work
- Commonly misspelt words will be identified in marking as and where appropriate. Pupils will be expected to practise these as a next step.

Intended outcomes:

- Pupils will follow a Programme of Study within the National Curriculum, suited to their level of ability.
- Spelling will be integrated across the curriculum.
- There will be group work, individual work and class teaching as appropriate.
- Equal opportunities will be provided for all.

Handwriting:

Rationale: Good handwriting is a means of the clear and fluent communication of ideas. We believe that clear, well-formed handwriting does not develop naturally. It needs to be taught carefully and sensitively so that all children are helped to form and join letters quickly, easily and legibly.

Aims:

Our aims are that pupils should:

- Develop the correct formation of letters.
- Develop a cursive style which is comfortable, legible and joined.
- Present their neatest handwriting when appropriate. (This means that note taking, jottings etc. need not be their neatest.)

Learning and Teaching:

- Correct posture, pen/pencil hold and paper position is essential and will be promoted at all times.
- Teachers will teach handwriting to meet the needs of the children.

- As and where necessary there will be teaching of letter formation and shape in producing consistent slope, size and joins.
- Each teacher will teach the agreed handwriting style (Letter join), instructing the correct letter formation for both right-handed and left-handed children. This should be modelled at all times.
- In Reception and YR1 the emphasis is on correct letter formation of individual letters.
- Joined script will start to be introduced in YR2 or before if relevant.

Intended Outcomes:

- Pupils will use different forms of handwriting for different purposes.
- Pupils will follow a Programme of Study within the National Curriculum suited to their level of ability and will be assessed on a regular basis.
- Equal opportunities will be provided for all.
- Children will be encouraged to have pride in their work and enjoy the outcome.
- Presentation of written work will be addressed across the curriculum.

Statutory Requirements

Statutory requirements for the learning and teaching of English are laid out in the National Curriculum. Children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literacy and non-literacy texts and learn how the structure of language works. We undertake to ensure that all pupils will follow a Programme of Study that fulfils the National Curriculum requirements.

Learning and Teaching

We use a variety of teaching styles to ensure that we are catering for the different learning styles of our pupils. To achieve this we use a wide range of strategies including:-

- Direction
- Demonstration
- Modelling
- Scaffolding
- Explanations of misconceptions
- Higher order questioning (to probe pupils' understanding, and enable them to reflect on and refine their work, and to extend their ideas)
- Initiating and guiding exploration of literacy learning
- Investigating ideas
- Discussing and arguing
- Listening and responding
- Role play and drama

Our principle aim is to develop children's knowledge, skills and understanding in English and to this end pupils will:

- Understand how they are expected to work, both independently and collaboratively.
- Work purposefully from interesting and challenging texts.
- Will know where, when and how the classroom and school resources should be used.
- Parents and children will know that there is an expectation that they work together outside

school, with, for example, reading and learning logs.

Teachers will show an awareness of the factors and contexts affecting language variation such as audience, purpose, relationships, historical and cultural background, gender, age and emotional circumstances. To this end teachers will:

- At all times be positive role models in speaking and listening, reading and writing.
- Plan related sequences of work, select written, visual media and oral stimuli from various times, cultures and contexts reflect on when and how they intervene in telling, praising and questioning and will focus pupils at appropriate times.
- Reinforce the value of talk in the learning process, emphasising the interrelationship of speaking and listening alongside reading and writing.
- Group children appropriately for activities, taking into account learning styles and ability.

Inclusion and Equal Opportunities

We aim to give every pupil the opportunity to experience success and achieve as high a standard as possible. In order to do this we...

- Teach the knowledge, skills and understanding in English by matching the challenge of the task to the ability of the child.
- Set high expectations and provided opportunities for all pupils to achieve, including boys, girls, disadvantaged pupils with SEN or disabilities, pupils from different social, cultural and linguistic backgrounds and those pupils that are more able.
- Set appropriate and challenging targets for all pupils, including those set for children with special needs.
- Use a range of organisational approaches, such as collaborative or independent work, to ensure learning needs are properly addressed.
- Plan work that builds on interests and experiences of pupils and allows a variety of interpretations and outcomes.
- Use materials that are free from discrimination or stereotyping.
- Use Teaching Assistants to support the learning where appropriate.

Assessment, Reporting and Recording

Formative assessment is used to guide the progress of individual pupils in English and is ongoing (Assessment for Learning). It is undertaken by teaching staff in the course of their teaching. Standardised tests take place across the whole school as stated in the assessment calendar.

Monitoring and Evaluation

The subject leader will monitor work and collate evidence to support judgements and report back to appropriate audiences, both on a formal basis and informally as and when necessary.