

Tilston Parochial CE Primary School

Bringing out the Best in Everyone.
'Encourage one another and build each other up.' Thessalonians 5:1



Tilston Parochial
CE Primary School

English Policy

Date of policy: March 2022
Review cycle: Annual
Reviewed by: Jo Callister
Approved by: Achievement and Safeguarding Committee
Next review date: March 2023

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English Policy

Written by Jo Callister, Subject Leader after consultation with and agreement from the teaching staff, Headteacher and governors.

We recognise that language is uniquely placed within our school curriculum, both as a subject in its own right and as a means of communication across other subjects. It is essential that opportunities are created to develop children's learning, through language, about language and as users of language.

Curriculum Content

Tilston Parochial CE Primary School bases its teaching of English on the National Curriculum 2014 and the Foundation Stage Curriculum for early years. The curriculum content is therefore closely linked to the aforementioned.

Speaking and Listening

We aim to provide a caring environment where all children are encouraged to speak appropriately, in a confident manner and develop effective listening skills.

- We encourage speech for a range of purposes and audiences. This includes telling stories, both real and imagined, describing events, observations and experiences, taking messages and articulating feelings and emotions.
- Children will learn to explore, clarify and develop their ideas.
- Opportunities to develop speaking and listening skills take place through drama and role play, discussion and debate, interview, assemblies, poetry evenings and productions.
- Children are taught to adapt their style of speech and language to suit different audiences and purposes. They are encouraged to be active listeners and given opportunities to reflect on this experience.

Reading

We aim to teach the children to read with understanding, accuracy and fluency. They will then benefit from a reading experience that incorporates enjoyment, satisfaction, fun, enthusiasm and organisation. This encourages them to develop an interest in and a love of literature.

- All children are given full access to a comprehensive range of quality reading materials in accordance with the guidelines of the National Curriculum and the Foundation Stage Curriculum.

- A reading area is available in each classroom and children are encouraged to use the school library.
- Every child is encouraged to take a reading book home to share with parents. An individual reading diary is kept and each child's progress is monitored via both formal and informal methods. Years five and six have a homework diary where any reading related communication can be given.
- Reading skills are developed using a variety of approaches within whole class, group and individual learning and teaching activities.
- Guided reading takes place regularly in each class. In year 5 and 6, reading takes place as a whole class activity also alongside some guided reading activities. Teachers use on-going guided reading records to assess children's progress against National Curriculum standards which are recorded regularly on Insight Tracking.
- Children may also read with the teacher or learning support staff individually. Opportunities for reading aloud are encouraged e.g. reading own stories to the class.
- Care is taken to ensure that reading aloud to the children is frequently undertaken. A range of poetry, prose and non-fiction is carefully selected to suit all children's needs and interests and reflects the topics being studied.
- A shared reading approach is organised with the youngest and oldest children, where buddies share books together
- Please also refer to the Phonics and Early Reading policy which looks in more detail at early reading

Writing

We aim to provide an environment where all forms of writing are encouraged and valued as a means of communicating ideas, beliefs and feelings.

- The opportunity to write is given to all children. In this they are encouraged to use a range of style and form, both chronological and non-chronological, for a variety of purposes and audiences.
- Pupils are encouraged to use a wide-ranging vocabulary and an effective and appropriate style, whilst ensuring the grammatical organisation and structure of sentences is considered.
- Children are taught to use composition skills, develop ideas and communicate meaning to the reader.

This is achieved through a variety of strategies including individual, group and class teaching.

- In order to develop an individual style, children are actively involved in drafting, revising, editing and publishing their writing. This process involves the teacher and other children working together to improve the essentials of fluency, meaning, clarity of expression, spelling and grammar.
- Classrooms are organised to provide a stimulating writing environment. Working walls supporting the current genre give children visual guidance alongside structured grammar displays which are age appropriate. The displaying and celebrating of children's own work is visible. This is supported by the provision of a range of writing and creative materials.

Spelling

Spelling is taught both as a discreet area and as part of the wider English curriculum. We recognise its significance as an aid to becoming an independent and confident writer. The teaching of spelling is firmly established in the early years in a positive manner. This is continued and reinforced throughout the school in a systematic way. Please see the Phonics policy which outlines early development of spellings. Little Wandle is followed by, in year one onwards Pathways to Spell.

Children must develop a positive self-image of themselves as spellers. Numerous strategies are used to help children achieve this as they pass through the various developmental stages. Active investigative tasks encourage a natural interest and fascination with words. Many tasks are interactive encouraging the children to 'have a go', and view spelling in a positive way.

- A variety of strategies are used to help children master the conventions of spelling, such as; spelling journals; the look, cover, write, check approach; word investigations; have a go sheets; GPC charts and pyramid words are used throughout the school.
- Children are taught how to use a dictionary and a thesaurus to check for spelling and meaning. This extends to the use of spell-checker facilities on word-processing software.
- Children need to see themselves as positive spellers. During the drafting process not every spelling will be corrected, but before publication of a final copy, any remaining errors are identified with the support of the teacher.

Resources for spelling include: The Little Wandle, in reception and year one, Pathways to Spell from year 2 to year 6 alongside the National Curriculum Statutory word lists and class dictionaries and thesauri.

The Spelling Bee

We are trialling a spelling bee to raise interest, ability and confidence in spelling throughout the school.

The spelling bee will be class based in differentiated groups. The words will be given to take home and learn at the beginning of a half term with the spelling bee taking place later in the term. Every child who gets all the words right will receive a certificate in a special worship with the parents invited to attend.

Spelling is also linked to handwriting. The development of a flowing cursive script assists spelling.

Handwriting and Presentation (also see Marking Policy)

We aim to teach children to achieve a clear, legible and cursive style, developing into their own individual style.

Reception Class begin the cursive style by adding flicks to their letters.

The all staff and children adopt our script based on KBR's Handwriting for Windows as follows:

a b c d e f g h i j k l m n o p q r s t u v w x y

z

- From reception to year four all children write in pencil unless asked to write in pen for display purposes
- Children are encouraged to use ink in years five and six when teachers feel this is appropriate when they are given their pen licence.
- A high quality of presentation is encouraged, and children have opportunities to write, illustrate and make their own books.
- Handwriting lessons take place as a discrete lesson with the teacher modelling the letter patterns and is often linked to spelling lessons.

Library

Our library contains a range of fiction, non-fiction and poetry books. Fiction books are displayed in alphabetical order and non-fiction books are coded with the Dewey system. Children are encouraged to select their own books. In addition, each class may use the library for a range of reading related activities, including information retrieval and research. The Cheshire Library service works with us to update the collection each term, with the children being actively involved in the selection of new material. Each class teacher uses the library at Winsford to order topic related collections of books and artefacts and sets of guided reading books. Reading material is constantly reviewed and updated to cater for the needs of the individual and the requirements of the National Curriculum and the Foundation Curriculum.

Author visits help to enhance a love of stories and gain an understanding of how books are written.

(NB During the current time library services and visiting authors are prohibited)

Computing

Computing is planned into the teaching programme to enhance and further develop the children's knowledge, skills and understanding of different aspects of English. This ensures that pupils become digitally literate; able to use and express themselves and develop their ideas through, information and communication technology, at a level suitable for the future workplace and as active participants in a digital world.

Planning

The National Curriculum and Foundation Stage curriculum form the basis of our planning throughout the school. The Literacy Company Units provide the basis for our two-year rolling programme of planning. All staff meet to discuss relevant aspects of the curriculum on a regular basis. Agreed criteria for each genre in writing run throughout the school.

Every teacher regularly has access to CPD in English working closely with staff from The Literacy Company.

Differentiation

Through differentiation in planning, we aim to provide for the individual needs of each and every child. Learning opportunities are matched to the capabilities of all pupils, with support given where necessary. Challenge for the more able is provided through variance in teaching style, outcome and independence in the direction of learning.

Special Educational Needs

Quality first teaching is our first approach to the needs of any child. Under the guidance of the S. E. N. co-ordinator, Pam Edwards, children who have been identified as having special needs in the area of language development, are given structured programmes of work. Their class teacher and/or a learning support assistant carefully monitor their progress. The Learning Support Service may also give specialised guidance. All parents meet every term with class teachers in order to discuss the progress made and subsequently agree new targets. Pupil profiles are written for children for whom outside agency support has been sort.

Equal Opportunities

Through our Equal Opportunities Policy, our teaching of English provides opportunities for all pupils to develop their skills in literacy, regardless of gender, colour or race.

Assessment and record keeping

Formative assessment is achieved through the marking of children's work as well as listening to and interacting with the children during each lesson (also see Marking Policy). The subject leader, Jo Callister and the headteacher monitor and evaluate progress throughout each Key Stage by regular book sampling, learning walks, pupil interviews and analysis of the insight tracking information. These records are available for all staff to access and will be discussed as part of the transition process when pupils change classes.

Children are given targets for writing based on their specific needs identified by the class teachers. Summative assessment is achieved through the implementation of regular termly assessments and end of year SATs assessments.

A school portfolio has been developed to aid staff in the procedure of levelling children's work and the setting of targets. Different genres of writing are assessed and moderated by all staff every term as part of our continual professional development and to improve standards of teaching and learning throughout the school. Close liaison with Bishop Heber High School is maintained to ensure continuity and progression. Termly meetings with our cluster group primary schools offer a further opportunity to assess and level work, allowing for agreement of levels and comparisons of differing assessment systems.