

Sytchampton Endowed Primary School

English Policy

Signed by:

Headteacher

Date:

Chair of Governors

Date:

Review date: February 2022

At Sytchampton Primary School we believe that providing pupils with a well-balanced, enriching and engaging English curriculum will aid them in developing into self-assured communicators.

Aims and Objectives

Our aims in teaching English are that all children should:

- develop positive attitudes towards books so that reading is a pleasurable activity.
- read a varied selection of texts whilst gaining an increased level of fluency, understanding and appropriate intonation.
- develop a range of reading strategies for approaching reading: using and applying phonological, contextual, grammatical and graphic knowledge.
- use reading as a means of gathering information to support their learning throughout the entire curriculum. (topic themes)
- write in different contexts and for different purposes and audiences, including themselves.
- write with increasing awareness of the conventions of grammar, punctuation and spelling.
- form letters correctly, leading to a cursive, fluent and legible handwriting style.
- develop listening and comprehension skills through a variety of means including reciprocal and non-reciprocal situations.
- express opinions, articulate feelings and formulate appropriate responses to increasingly complex questions and instructions.

The Teaching of English

To ensure that there is adequate time for developing literacy skills, each class has:

- An English lesson 4 days a week of at least 60 minutes.
- Guided reading sessions of 30 minutes (each group reading with the teacher once a week) or whole class reading and comprehension.
- In Reception and Year 1 discrete phonics lesson lasting between 15-25 minutes, and where necessary in KS2. In Year 2 daily spelling sessions following 'No-Nonsense' plans. In KS2 five discrete spelling sessions per fortnight lasting between 10 and 20 minutes following 'No-Nonsense' plans.
- In KS1 and KS2 grammar starters are included in lessons as a starter for lessons and then applied in their writing.
- Opportunities for extra reading (one to one with an adult and peer reading) are planned when appropriate.
- In Reception class, the early years and foundation stage curriculum is followed. Children are given daily opportunities to read and write in small groups and individually.

Strategies for teaching writing

Across the school, we use 'Talk for Writing' strategies to provide a sequence of learning. Literacy is taught around a key text/topic. Each genre has an outcome of an edited and published piece of writing from each child. Opportunities for teaching a range of text types arise through carefully chosen texts. Spelling, punctuation and grammar is planned for within each lesson and is applied throughout writing tasks. Before writing, pupils plan their text carefully and spend time orally rehearsing, ensuring that they are confident with the structure and language, allowing them to focus on the transcription. At the end of each teaching sequence children create and edit a piece of writing. Pupils are provided with a range of opportunities to develop their speaking and listening skills through role play, drama, debate, discussion and key stage productions.

Strategies for teaching reading

In reception and KS1, early reading skills are taught through daily synthetic phonics sessions complimented by the sharing of "real" texts.

When planning for guided reading sessions teachers use a range of text types and resources in the teaching of reading. Banded schemes are used as well as "real" texts, magazines and newspapers. Additional resources such as, comprehension activities and reading test papers are used to provide opportunities for reading for a range of purpose and provide assessment opportunities.

When not reading with a teacher, children are engaged in meaningful reading activities, which, where appropriate, are recorded in their reading record books.

Development of learning and teaching handwriting

Handwriting is taught throughout the curriculum and once a week in handwriting books. From Year 2, class teachers and pupils will follow a cursive scheme. All pupils will use handwriting books and the teacher should be providing them with verbal feedback throughout the session. Handwriting pens are introduced in key stage 2.

Assessment of English:

Formative assessment occurs throughout every lesson, through discussion, feedback marking, peer marking and evaluation of the pupil's work. At the end of a session, pupils are given the opportunity to edit and self-correct their work and the teacher assesses alongside the lessons L.O. and S.C. At the beginning of each new session, the pupils reflect on yesterday's learning, making improvements and correction and responding to feedback.

Summative assessment in reading and writing takes place termly. From Year 1, we assess reading using PIRA test papers which enables us to create a standardised score for every child. An independent piece of writing is also used to update and inform our judgements on pupil tracker. The objectives on here are linked to the assessment framework as outlined by the 2014 curriculum.

Home Reading and Reading Records

At Sytchampton, a wide range books from a variety of reading schemes are sent home. All books are book banded so that a child receives a text at the correct level. Pupils will have regular opportunities to change their reading books. Parents, pupils

and class teachers will use the reading logs to communicate about the pupils reading. Pupils are expected to read regularly with their parent/carer.

Monitoring and Evaluation

The teaching of English is evaluated through the moderation cycle which is created from the School Development Plan feeds into the following years School Development Plan. Governors are kept updated and informed, with the Governor(s) assigned to monitoring English kept abreast of developments, progress and changes within the subject.

The Role of the English subject leader

The Literacy subject leader should:

- ensure that teachers are teaching within the scheme adopted and meeting the requirements of the National Curriculum.
- promote the integration of Literacy within appropriate teaching and learning activities.
- manage the provision and deployment of resources and give guidance on classroom organisation support.
- inspire colleagues to deliver high quality teaching and learning opportunities.
- with guidance from the Headteacher; analyse data to identify strengths and weaknesses in outcomes; planning for improvement accordingly.
- with guidance for the Headteacher; write, monitor and evaluate an action plan for Literacy for the School Development Plan.
- lead INSET within the school, and investigate suitable courses elsewhere.
- act as a contact point between the school and support agencies, including the LA.
- lead the evaluation and review of the school's Literacy policy.
- with guidance from the Headteacher; bid for and manage the budget for this curriculum area.
- monitor and review the Literacy provision within the school.
- Moderate with other schools in Worcestershire to check our judgements at all age groups.
- support staff in their own professional development.
- lead workshops for parents and support staff in developing their own.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities and we focus on high quality first teaching. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Parents

We actively involve our parents right from reception when they are introduced to the school in the summer term (before Sept start). We then invite them to a session in September on the teaching of phonics and early reading. All children have a reading record and parents are encouraged to hear their children read at home. Parents are also invited to meetings in preparation for both KS1 and KS2 statutory tests. Parent

consultations take place in October and March, and parents have at least 15 minute sessions to receive feedback on attainment, attitude to learning and next steps. All parents receive an end of year report.

This policy will be reviewed annually by the Subject Leader or earlier if changes are required. This policy sits alongside our Teaching & Learning Policy and Marking policy.

A Waring October 2019