



PADIHAM GREEN

CHURCH of ENGLAND PRIMARY SCHOOL

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Jesus said, "Come, follow me." Mtt. 4:19

ENGLISH POLICY 2018 / 2019

This policy needs to be read alongside other school policies including:

Early Years Foundation Stage policy

Gifted and talented policy

Special Needs policy

Assessment policy

This policy should also be read alongside the National Curriculum and other documents from the Standards and Testing Agency.

Our Curriculum overview, medium and short term planning can help support this policy alongside the relevant schemes of work:

Phonics

Grammar and Punctuation

Spelling

Rationale:

- The National Curriculum clearly states that teaching the English language is an essential, if not the most essential role of a primary school.
- At 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 part of the essential knowledge that is needed in society.

‘Teachers should develop pupils’ 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.’ (National Curriculum)

Padiham Green is 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, small groups and cross- curricular work 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.’

English is fundamental to learning across the whole curriculum, developing children's ability to listen, speak, read and write for a wide range of purposes and is the main medium through which we express our ideas, needs and understanding of the world in which we live.

We acknowledge the different skills, experiences and knowledge that the children bring to school. From these starting points we aim to develop confidence, enjoyment and creativity.

1. Spoken Language:

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English'. 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

1.1 Our aims:

To enable our children to speak with clarity, confidence and expression, and to take account of their audience, purpose and differing situations.

To encourage our children to listen with concentration to others, to respond and build on their ideas and opinions and to identify features of language used for specific purposes.

To show our children how to adapt their speech to a wide range of circumstances and demands by giving them the opportunity to listen and respond to literature, give and receive instructions and develop the skills of participating effectively in group discussions.

Ways in which we support this:

Providing a range of opportunities for children to talk and listen in formal and informal settings

The use of role-play and drama activities to explore situations e.g. hot-seating

The rhythmic quality of language

Regular story times

PSHE and Circle Time

Class/group debates

Opportunities to share experiences, ideas or describe events/objects

Interviewing

Praise given for use of interesting vocabulary

3 class assemblies per year, per class

Opportunities to take part in performances

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.’ Reading allows pupils to ‘acquire knowledge’ and to ‘build on what they already know.’

Schools are expected to have library facilities and support and encourage reading at home.

The 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:

To enable our children to learn to read easily and fluently through the use of phonological awareness to decode and encode words.

To help them to be able to read with fluency, accuracy, understanding and enjoyment.

To help them become confident, independent readers, through an appropriate focus on word, sentence and text level knowledge.

To develop enthusiastic and reflective readers through contact with challenging, substantial texts.

Ways in which we support this:

Daily ‘Letters and Sounds’ phonic sessions for Key Stage One and lower Key Stage 2 where appropriate.

Key Stage One & Two pupils who are struggling with reading or making slow progress are given accelerated reading support.

Children are given opportunities for regular reading to adults in school and more often for those who may not get support from home - use of volunteers such as Rev Mike and Natalie.

Pupils are encouraged to read widely, through our use of differing class texts, library visits and high quality attractive books in classrooms.

Pupils are encouraged to read for pleasure using reading partners, quiet reading time and listening to an adult read.

All children have a regular period of quiet reading daily, practised also by the teacher to provide a role model of reading for enjoyment.

Using a home-school reading diary and rewarding regular reading at home through our Solar System reading scheme.

Daily Guided Read sessions in Key Stages One & Two. This follows the structure of a pre reading session, guided read session and a follow up activity with the use of Reading Journals to record work.

The use of a variety of reading games including IT.

Providing a good role-model ourselves by telling children about our favourite children's books or parts of stories, including an inspiring Reading display.

Encouraging discussion about favourite stories, books and other texts.

Being part of the 'We are Reading initiative' to encourage a love of reading.

2:2 The Library

Aims:

The main aims of our school library are:

To provide a well-planned, attractive and stimulating environment.

To provide a central resource centre of books for the entire school community.

To provide a well-equipped resource centre to support teaching and learning, and to extend the school's curriculum and raise achievement and standards.

To provide a range of reading material, which reflects all ages, cultures and interest levels, and also supports the National Curriculum.

Through the children's regular use of our library we aim:

To stimulate a love of books and reading.

To encourage children to develop their own enjoyment, interest, knowledge and opinions about books.

To develop children's referencing skills.

To develop children's understanding of how libraries are organised and used and how books are categorised.

To promote care and respect for books and other resources.

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 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:

To help our children develop an understanding that writing is both essential to thinking and learning and enjoyable in its own right.

To enable our children to learn to communicate meaning in narrative and non-fiction texts, spelling and punctuating accurately and for a range of purposes.

To enable them to improve their planning, drafting and editing skills.

Ways in which we support this:

Valuing children's writing at all stages thus encouraging children to see themselves as writers from early on -
Use of the Writing Express to display their work to the whole school.

Providing real purposes for writing, enabling children to become increasingly aware of their intended audience.

A multi-sensory approach providing a range of contexts and stimuli.

The use of drama skills, e.g. hot seating, re-enacting, use of the theatre for making and presenting.

Clear plan of expectations and progression from Year R to Year 6 in terms of standard of writing.

Opportunities for collaborative writing.

Providing writing frames where appropriate.

Giving children experience of a range of ways to plan so they can choose which is appropriate for their needs as they progress through the school.

Teach grammar as a separate lesson but linking the learning.

Provide time for planning, editing and revising.

Mark extended pieces of work in-depth and set targets with the pupil.

Use checklists for pupils to self-assess or peer assess, when appropriate so they can evaluate effectively.

Encourage joined handwriting to support spelling and speed.

Support pupils with learning and motor difficulties.

Use of M.A.D. time to enable pupils to effectively improve each other's work.

4. Vocabulary Development:

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' 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:

Ongoing

Progressive and systematic.

Making links from known words.

Develop understanding of shades of meaning.

Include 'instruction verbs' used in examinations.

Subject specific- accurate mathematical and scientific words.

4.1 Our aims:

To encourage our pupils to have a wide and growing vocabulary in a number of ways.

Ways in which we support this:

Spelling lists/key words to take home and learn.

Display of key words linked to topics and subjects.

Using the correct vocabulary orally.

In-depth word based lessons looking at patterns.

Using dictionaries, thesauruses and similar programmes.

Using texts to explore vocabulary choices and the effect they have.

Targeted one to one/small group support where appropriate.

Marking ambitious vocabulary spelled incorrectly with 3 dots underneath the word. This acknowledges that the word has not been spelled correctly but praises and supports the ambition of being prepared to use it.

5. Foundation Stage

Teachers in the Foundation Stage follow the Communication and Language strand and Literacy strand of the Early Years Foundation Stage (EYFS) Framework 2013.

By the end of the Foundation Stage children should:

Listen attentively in a range of situations.

Listen to stories, anticipate key events and respond with relevant comments, questions or actions.

Give attention to what other say and respond appropriately, while engaged in another activity.

Follow instructions involving several ideas or actions.

Answer 'how' and 'why' questions about their experiences and in response to stories or events.

Express themselves effectively, showing awareness of the listeners' needs.

Use past, present and future forms accurately when talking about events.

Develop their own narratives and explanations by connecting ideas or events.

Read and understand simple sentences.

Use phonic knowledge to decode regular words and read them aloud accurately.

Read some common irregular words.

Demonstrate understanding when talking with others about what they have read.

Use phonic knowledge to write words in ways which match their spoken sounds.

Write some irregular common words.

Write simple sentences which can be read by themselves and others.

Spell some words correctly and other in a phonetically plausible way.

6. Specific groups:

Analysis of English achievement is carried out termly, pupils who are making little or no progress are discussed and plans made for effective intervention.

Pupils with EAL are given additional support in all aspects of English.

Pupils who are working at greater depth receive additional support and a differentiated curriculum through their class teacher.

Pupils with SEN will have English based targets on their IEP. These are reviewed termly.

7. Planning and Assessment:

Planning:

Long term overviews for Key Stages One and Two are produced at the start of the year.

Medium term (half-termly) planning is stored centrally.

Schemes of work for phonics and spelling are used to ensure developmental learning building on prior knowledge.

Short term planning is flexible allowing for assessment for learning after each session/ group of sessions.

Pupils may be streamed by ability for some sessions/types of homework/support.

Pupils with EAL are given additional English support which is tracked and monitored termly.

Assessment:

Teachers assess pupil's learning during and as part of every session. They adapt their practice accordingly and adjust daily plans. Written or verbal feedback is given to help guide children's progress. All children are encouraged to make judgements about how they can improve their own work and that of each other's using M.A.D. time.

Teachers use medium term assessment to assess against the key objectives and help them plan for the next unit of work.

Formal assessments of reading comprehension ability are carried out, tracked and monitored at least termly.

Writing levels are assessed using Target Tracker and Lancashire exemplifications. These are tracked termly. Regular moderation amongst all staff also takes place.

End of Key Stage Assessments are analysed by the Co-ordinator and Head teacher and feed into the school SEF, development plan and performance management.

8. Resources:

There are a range of resources to support the teaching of English across the school. All classrooms have dictionaries, thesauruses, and a variety of age appropriate resources. All classes have a selection of fiction and non-fiction texts. The library is well stocked with a range of fiction and non-fiction texts aimed at a range of abilities.

9. Monitoring and review:

Monitoring of the standards of children's work and the quality of teaching in English is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for English in the school. The subject leader gives the Head teacher regular reports evaluating the strengths and weaknesses in the subject and indicating areas for further improvement. These are based on Lesson Observations, Learning Walks, Moderation, Book Scrutinies, C.P.D. and Pupil Interviews, amongst other things. The named governor responsible for literacy meets regularly with the subject leader in order to review progress.

Policy reviewed on: *05/07/2017*

Next review: Autumn 2018

Subject Leader: Mark Tranmer

Rebecca McLoughlin

English Governor: Jo Ashton

Chair of Governors: Debbie Barsby