



Fiddlers Lane

Community Primary School

English Policy

At **Fiddlers Lane Community Primary School**, we believe that through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

English is at the heart of all children's learning. English enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because English is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

Purpose

- **To promote a shared love and understanding of English**
- **To establish an entitlement for all pupils**
- **To establish high expectations for teachers and pupils**
- **To promote continuity and coherence across the school.**

Aims of Policy

To encourage children to:

- be effective, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- enjoy and engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, well-presented written work.

Expectations

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

Teaching and Learning

The new National Curriculum 2014 forms the basis of teaching and learning. All children receive at least the minimum entitlement of a daily English lesson. Teachers work towards independent learning and plan for different working groups. Teachers employ a range of generic teaching strategies.

Teachers use the National Curriculum 2014 for their objectives and use resources including the Lancashire Grid for Learning along with Hamilton Trust as a starting point for creating their medium and short term English plans. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support.

English is encouraged and developed across our curriculum and links are made where appropriate.

ICT is used where it enhances, extends and complements English teaching and learning.

Additional adults are used to support the teaching of English. They work under the guidance of the teacher with small groups of children or individuals.

Inclusion

All children receive quality first English teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these pupils.

There will be wave 2/3 support for pupils who have Support Plans.

Pupils that are more able are planned for in line with our policy for teaching pupils that are more able.

The needs of children with English as an additional language will be met through planning and support from the Multicultural Support Agency where appropriate. This is supported by our equal opportunities policy.

Assessment, Recording and Reporting

Assessments are made in line with the school assessment policy.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps.

Group or individual targets are set accordingly. Marking is in line with the school marking policy. Assessments are recorded on learning ladders regularly, and these inform gaps and next steps in a child's learning.

Resources and Accommodation

A comprehensive range of resources is available in school. Every class has a selection of books e.g. dictionaries, thesaurus etc.

Guided reading books are located centrally. Books are banded according to the colour codes and the Phonic phases. The school library contains a range of fiction and non-fiction books.

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).

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

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.

We aim

To enable children to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- use reading skills as an integral part of learning throughout the curriculum;
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- develop different strategies for approaching reading and be able to orchestrate the full range of strategies

Entitlement

Pupils have access to a wide range of reading opportunities that include:

- guided reading
- shared reading
- regular independent reading
- home/school reading
- hearing books read aloud on a daily basis
- selecting own choice of texts including ICT texts
- reading in other subjects including ICT texts

Teaching and Learning

Teachers promote and value reading as an enjoyable activity and a life skill. Teachers plan for a range of comprehension strategies that allow pupils to engage with text in a variety of ways to suit different learning styles.

In shared reading the teacher models the reading process to the whole class as an expert reader providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class.

In guided reading texts are chosen to match the ability of the group but still provide an element of challenge. Guided reading provides a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with extending strategies/objectives taught in class. 'Reciprocal Reading' is used to develop comprehension skills and used as a model to enhance guided reading sessions.

Teachers monitor independent reading and discuss progress with individual pupils on a regular basis. Where pupils are working below age appropriate objectives they have the opportunity to participate in the 'Better Reading Partnership Programme.'

All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils including the 'Reading around the World' and 'The Reading Challenge.'

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading through Home-School Reading Record Books.

Reading Frequency

All teachers are responsible for hearing children read at least once per week and TAs hear children read weekly where possible. This should ensure that all children are heard read by an adult at least twice per week although this may be more frequent depending on need. In the Foundation Stage children read twice a week on a one-one basis with their designated adult. Reception children use 'Teach Your Monster to Read' via the internet at home. In both KS1 and KS2 children participate in guided reading at least once a week. In KS1 children read with an adult at least 3 times a week.

Resources

All classrooms have a book area with a range of fiction and non-fiction. Pupils also have opportunities to read magazines, information leaflets and ICT texts. The school library is an important resource and pupils are taught how to use it appropriately. All books are banded into 'book band' colours. Some books are organised in the 'phonic phases.' Pupils may take home 'book banded' books for independent reading at home. Other pupils may choose an independent reading book from the library where books have been specifically bought to suit the age of the class. From years 3-6 children are encouraged to read independently during a designated 'Quiet Reading' time.

Books

Oxford Reading Tree
Tree Tops
Ginn Books
Light house Guided Reading Books
Dandelion Readers
Project X

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.

Aims

- We teach grammar as a separate lesson where necessary
- We correct grammatical error orally/ written work (where appropriate)
- We have a systematic approach, we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling

Children should learn to:

- write in different contexts and for different purposes and audiences
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- plan draft and edit their writing to suit the purpose
- use ICT as a English medium for presenting work and manipulating text
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation

Entitlement

Pupils have access to a wide range of writing opportunities that include:

- shared writing
- guided writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- collaborative writing
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting
- using ICT

Teaching and Learning

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be. Before children record their work they need to DUMTUM (Date, underline, miss a line, title, underline, miss a line)

Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are differentiated according to the needs of the pupils.

English will be taught in both designated English sessions and through cross-curricular themes. Pupils will spend time daily, being taught as members of a whole-class or a smaller ability group. We ensure that the needs of the full range of pupils are met, as far as possible, within this structure, including those with SEN and English as a second language.

Clear and careful planning is important to the success of the learning and teaching of literacy.

Medium term plans are taken from the Lancashire Grid for Learning. Weekly short-term plans are recorded on the weekly English planning sheets and stored on the school's shared drive.

Cross Curricular Links

English is an integral part of our daily lives and therefore manifests itself in many areas of the curriculum. Links will be made with other curriculum areas at Key Stages one and two and with other areas of learning in the Foundation Stage.

Handwriting

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and joined handwriting style. The school follows the Martin Harvey handwriting programme. A mixture of whole class, small group and individual teaching is planned for and delivered.

It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style at all times i.e. when writing on the board or in children's books.

By the end of key stage 2, all children should be displaying an efficient, quick, neat and legible handwriting style that is effective in recording their ideas.

Resources

Each class has a range of materials to support the writing process. Writing materials are kept accessible and organised and pupils are encouraged to take care of the equipment and return it to where it belongs. Each class also has a set of age appropriate dictionaries, thesaurus and word banks. Teachers use National Curriculum 2014, RF and NLS resources to support writing.

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

Aims

Children need to be able to:

- Communicate effectively, speaking with increasing confidence, clarity and fluency
- Participate in discussions and debate in a variety of contexts
- Listen to the views, opinions and ideas of others with increased interest
- Articulate ideas and thoughts clearly with appropriate tone and vocabulary recognising audience
- Respond to questions and opinions appropriately
- Retell stories and poems which are known by heart
- Ask questions with increasing relevance and insight

Entitlement

Pupils have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences, recounting events
- Participating in discussion and debate
- Talk for writing
- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school performances
- Taking part in the school verse speaking competition
- Responding to different kinds of texts
- Talking to visitors in school
- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum.
- Use dramatic techniques, including work in role to explore ideas and texts
- Create, share and evaluate ideas and understanding through drama

Teaching and Learning

Teachers provide a wide range of contexts for spoken language throughout the school day. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English. Talk homework is set weekly across the school.

Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children.

Spoken Language outcomes are planned for in all areas of the curriculum. Roles are shared amongst pupils: sometimes a pupil will be the questioner, presenter, etc. Learning takes place in a variety of situations and group settings. For example, these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school or responding to a text in shared or guided reading.

Spoken Language will be a focus across the curriculum and across the school day in a variety of settings.

Resources:

Teachers have access to a range of resources for Spoken Language activities. These are kept in classrooms.

Spelling and Phonics

Aims

Children should be able to:

- Blend and segment sounds easily
- Learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading
- Spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and also morphological knowledge and etymological information
- Use a range of approaches to learn and spell irregular words.

Entitlement

- Pupils have access to a range of daily phonics opportunities that include at FS KS1 and KS2 where appropriate.
 - Differentiated daily discrete phonics sessions
 - Whole class teaching of specific spelling patterns
 - Using phonics knowledge in real life contexts
 - Applying skills in cross curricular contexts
- Pupils have access to a range of phonics opportunities that include at KS2:
- Whole class teaching of specific spelling conventions and rules
 - teaching as part of an intervention group where gaps in phonological knowledge have been identified
 - Fast Track phonics (Phonics intervention)

Teaching and Learning

Teachers provide a wide range of contexts for reinforcing spelling patterns and tricky words throughout the school day. All teachers use multi-sensory phonics materials based on Letters and Sounds, Fast Track phonics and / or Rising Stars Spelling as a basis for their planning for the teaching of spelling.

Learning takes place in a variety of situations and group settings. For example, these could include working independently to practise tricky words, possibly using ICT;

working collaboratively on an investigation and participating in short, focused whole class activities.

Children are expected to spell high frequency words correctly and the word lists for their particular year group.

Spelling

Teachers get their objectives from the English Appendices 1 and 2 of the National Curriculum 2014.

KS1 – 5 to 10 spellings per week

LKS2 – 10 spellings per week

UKS2 – 10 to 15 spellings per week

Spellings may be taken from the Letter and sounds phonic phases and Rising Stars spelling lists. Weekly Spelling Lists are based on spelling patterns being learnt in class. It must be stressed that spellings should be based on prior attainment and phonological need and children's learning should be tested regularly to ensure that spellings are fit for purpose.

Resources

Letters and Sounds

LCP Phonics Planning

Rising Stars

Fast track Phonics

Shakespeare and more

We maintain links with parents, informing them of and including them in their children's progress and explaining the school's approach to the teaching of English through parent consultations and bi-annual written reports. Parent correspondence is also encouraged through the Reading Record and homework tasks which are sent home in line with the Homework Policy for the school. Parents are invited into school for events linked to English such as Pride time and Reading and Phonic events.

Monitoring

The different aspects of English are monitored through lesson observations, learning walks and book scrutinies carried out by SLT and/or the English co-ordinator. The English co-ordinator will also monitor the planning stored on the school's shared drive, each half term. English attainment and achievement will be reviewed at termly pupil progress meetings, including phonics assessments and information on the learning ladders. The Governing Body will monitor this policy and its impact, and renew it every 3 years unless there is a change in statutory guidance.