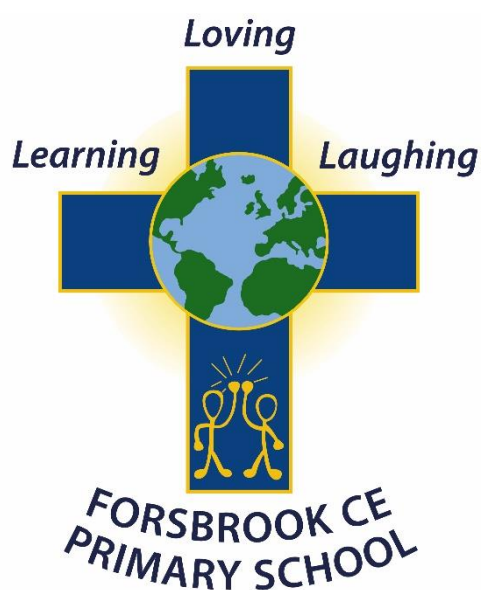


# FORSBROOK C.E. (C) PRIMARY SCHOOL

## Policy: English



<b><u>Adopted:</u></b>	<b>Autumn Term 2019</b>
<b><u>Co-ordinator:</u></b>	<b>Mrs K Cooke</b>
<b><u>Next Review Date:</u></b>	<b>Autumn Term 2020</b>

## **Philosophy**

At Forsbrook CE Primary School we firmly believe that literacy is a significant life skill that is crucial to participating fully as a member of society. We aim to enhance the abilities of all children in our school to communicate their ideas effectively through language and writing. We also believe that by developing the reading and listening skills in our pupils they will become the effective communicators of the future.

## **Aims**

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

*Our pupils will have:*

A love for reading where pupils choose to read frequently for enjoyment and Information.

The ability to read easily, fluently and with good understanding.

A strong command of the written and spoken word in order to communicate and respond effectively.

A high awareness of audience and the ability to adapt their language and style for different purposes/genres and audiences.

An interest in words and their meanings to acquire a wide vocabulary.

A good understanding of grammar and punctuation.

Legible cursive handwriting style.

The confidence and competence to produce high quality writing and solve problems through the application of knowledge and skills.

Be developing the powers of imagination, inventiveness and critical awareness.

## **Inclusion Statement**

Every child is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. Teaching and learning in the school ensures that all children are set suitable learning challenges. A broad range of teaching styles are adopted in response to diverse learning needs. We make every effort to overcome potential barriers to learning and assessment for individuals and for groups of children. We aim for Forsbrook CE Primary School to be an ideal learning environment for nurturing and developing the whole child.

## **Equal Opportunities**

We have high expectations for all children. Our aim as a school is to ensure that all children have equal access to a rich and rewarding curriculum for English, and that they experience this curriculum in ways that are appropriate for their needs, regardless of gender, ethnicity, or any other determining factors. Every effort will be made to ensure that the methods and materials used are free from prejudice or bias against any particular group. Resources will actively promote an awareness of the diverse nature of the world around us. Children, for whom English is an additional language, are supported in their use of English and will be given opportunities to make use of their home language to assist their learning and to add to the resources of the classroom.

## **Special Educational Needs**

Situations may arise in which individuals need to work at a level above or below that of the rest of their peer group, or may need special assistance to accomplish particular tasks. This will become apparent through teachers' use of an on-going observation and assessment or assessment prior to a child coming to our school. Where children are thought to need additional help, teachers go through a referral procedure consistent with the Code of Practice on the Identification and Assessment of Special Educational Needs. Parents are informed of any decisions made. Children with EHC Plans for learning are supported as instructed by their individual

targets. It is for class teachers to decide how to best target their support in liaison with the SENCO.

### **Statutory Requirements**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2017).

In the Foundation Stage (Reception) children are given opportunities to:

Speak and listen and represent ideas in their activities;  
Use communication, language and literacy in every part of the curriculum;  
Become immersed in a language rich environment.

At Key Stage 1 (Years 1 and 2) children are given opportunities to:

Learn to speak confidently and listen to what others have to say.  
Learn to read and write independently and with enthusiasm.  
Learn to use language to explore their own experiences and imaginary worlds.

At Key Stage 2 (Years 3-6) children are given opportunities to:

Learn to change the way they speak and write to suit different situations, purposes and audiences.  
Read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them.  
Explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

### **Subject Organisation**

#### **Foundation Stage**

In Foundation stage (nursery and Reception) children have daily discreet phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis through both adult led and child initiated activities.

#### **Key Stage 1**

In Key Stage 1 daily discreet phonics lessons (Letters and Sounds) which continue and are taught in age related ability groups, while children have daily Literacy lessons with an emphasis on real texts. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes (e.g. BRP) and differentiated class teaching and extended Letters and Sounds sessions. A short 20 min lesson of handwriting is taught weekly.

Spellings are taught and revisited 5 times per week as follows:

Mon – Teach	Tues - Registration
Wed – Practice	Thurs - Registration
Fri – Apply	

Children receive a half termly spelling crib sheet which detail the spelling rules, key words and common exception words being covered.

#### **Key Stage 2**

In Key Stage 2 Children have daily Literacy Lessons including grammar for writing. Additional literacy sessions include daily guided reading, handwriting, class novel which is read at the Teacher's discretion at a time throughout the day and spelling. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes and differentiated class teaching. A short 20 min lesson of handwriting is taught weekly. Pens can be used from Y4, 5 & 6 for final draft writes only unless a pen licence has been authorised.

Spellings are taught and revisited 5 times per week as follows:

Mon – Teach  
Wed – Practice  
Fri – Apply

Tues - Registration  
Thurs - Registration

Children receive a half termly spelling crib sheet which detail the spelling rules, key words and common exception words being covered.

### **Approaches to Speaking and Listening**

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Opportunities to develop these skills include: class assemblies, talk partners, drama and a performance each year. Children who require extra support in speaking and listening may benefit from the expertise of a Speech and Language Therapist. We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance. It is our school policy to model our own language to the children which encourages Standard English both in speaking and writing.

### **Differentiation**

There are children of differing ability in all classes at Forsbrook CE Primary School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons, we do it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. We use teaching assistants to support some children and to enable work to be matched to the needs of the individual.

### **Approaches to Reading**

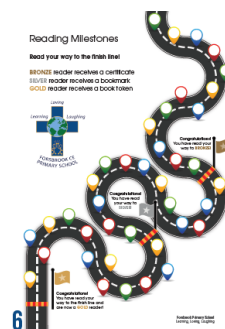
Teachers model reading strategies during shared sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. Independent reading provides time for both assessment and 1-1 teaching. Daily discreet phonics lessons in Reception and KS1 enable children to decode efficiently. This is continued into KS2 where necessary. A range of reading schemes are used to support early readers as well as quality texts used for guided reading. Teaching assistants and trained volunteers support reading activities to ensure that children have more frequent opportunities to read with adults.

Children in the Foundation Stage class take home a levelled book from school according to their ability. Parents are encouraged to hear their child read the book at least 4 times per week. Each child has a home-school reading record that teachers and parents can use to share information about a child's reading.

We still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Throughout the Key Stage children become more independent in recording what they have read in their reading journals. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

We ask that children read at least 4 times per week. Diaries are checked on a Friday morning, where we issue a reading stamp at the bottom of the page if they have read at least 4 times. This then gains them a star on

the 'Reading Road to success'. For every week children read at least four times, they will take another step along the road. When they eventually get to the bronze finish line, they will receive a certificate. Their next goal is then silver, where they will receive a special book mark, and then Gold. This is the ultimate goal, where they receive a book token.



## **Accelerated Reader**

AR is part of the Renaissance Reading software package recently adopted by the school to encourage and improve reading, measure growth of the individual reader and to provide quality reading for all. It allows for personalised learning targets to be set up and for progress to be easily monitored. Children from Y1 to Y6 will choose a book at their own level and read it at their own pace. When finished, they will take a short quiz, in school, on the computer. Passing the quiz is an indication that they have understood the book.

AR gives both children and teachers feedback based on the quiz results, which the teacher then uses to help your child set goals and direct ongoing reading practice. Pupils using AR are encouraged to progress at their own pace and they have personalised targets based on their reading ability. The aim of AR is for all children to succeed in achieving their targets.

Every child taking part in AR will complete an online STAR reading test at the beginning of this year and each half-term. It is a twenty-minute multiple choice reading assessment completed individually on the computer. Questions continually adjust to the children's responses so if their response is correct, the difficulty level is increased. If they miss a question or give an incorrect answer, the difficulty level is reduced. The STAR reading test, along with teacher judgement assists us in identifying a child's ZPD (Zone of Proximal Development) range. The children will refer to this as their 'ZONE'.

The school has now colour coded all the classroom books and the guided reading books (fiction and non-fiction) according to their ZPD number. A ZPD can change throughout the year based on STAR reading tests, professional judgement and quiz results.

<b>Yellow</b>	<b>0.1 – 1.9</b>	<b>Red</b>	<b>4.0 - 4.9</b>
<b>Green</b>	<b>2.0 - 2.9</b>	<b>Purple</b>	<b>5.0 - 5.9</b>
<b>Blue</b>	<b>3.0 - 3.9</b>	<b>Black</b>	<b>6.0 +</b>

When a child has finished reading a book, they will be given time to take a quiz independently on the computer. We aim for all quizzes to be taken within 24 hours of finishing a book.

## **Approaches to writing**

We aim to develop the children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. We value the importance of writing for a purpose. Therefore, the children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences.

There are many opportunities for children to improve their writing which include the process of first to final draft, understanding the editing and proof-reading process and having the opportunity to work on many grammatical features early in the academic year to create a writer's 'tool kit'. Children are taught cursive handwriting script from Reception and complete a 20-minute handwriting lesson each week. Children work hard to achieve a pen licence in school, this encourages them to take care in their presentation and pride in their work. We also award a 'writer of the week' trophy in celebration assembly to one child who has been chosen from those nominated by the teachers.

### **Cross-curricular writing opportunities**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum, with a particular focus in our school of writing through all subject areas where the same standard of writing is expected as seen in Literacy books.

### **Assessment and Target setting**

Work will be assessed in line with the Assessment Policy. SATs results are published in accordance with Government legislation.

### **Inclusion**

We aim to provide a curriculum for all children, so that they achieve as highly as they can in English according to their individual abilities. We will identify which individuals or groups of pupils are under-achieving and take steps to improve their attainment. Children working at greater depth will be identified and suitable learning challenges provided.

### **Equal Opportunities**

Forsbrook CE Primary has universal ambitions for every child, whatever their background or home circumstances. Children learn and thrive when they are healthy, safe and engaged.

### **Role of the subject leader**

The Subject Leader is responsible for improving the standards of teaching and learning in Literacy. This will be through monitoring and evaluating Literacy, having a clear understanding of the progress of pupils and pupil groups, ensuring there is a quality learning environment, taking the lead in policy development, auditing and supporting colleagues in their CPD, purchasing and organising resources and keeping up to date with recent Literacy developments.