



English Policy

Policy Number : POL-CURR-011

Issue : 1

Status : Approved

APPROVED	Date	Name	Signature
School	18 th Sept 2013	A FINN	
Governing Body	18/09/13	E. GIBSON	



CHANGE HISTORY

Issue Number	Issued On	Next Review Due	List of Changes
1	26 June 2013	June 2015	Initial version (no previous signed version available)



General Statement

At Kettlefields Primary School we believe that literacy and communication are key life skills. Through the literacy curriculum we aim to help children develop the skills and knowledge that will enable them to communicate effectively and creatively with the world at large, using spoken and written forms of language. We also intend to help children to enjoy and appreciate literature and its rich variety.

At Kettlefields we aim to cover the attainment targets as set out in the statutory programme of study for English at Key Stages 1 and 2 and those set out in the Curriculum Guidance for the Foundation Stage document. The 2008 National Literacy Strategy Framework for Teaching and the School's English Policy will be the means of achieving this. In EYFS, communication and use of language are the prime areas of learning and the new EYFS Framework is being used to plan Literacy.

We believe that the needs of the learner are best served when they have opportunities to engage in learning within meaningful contexts, rather than being presented with the learning of language as an incremental series of skills to be acquired. This is achieved by teachers creatively planning their literacy units in conjunction with the topic so that the children's reading and writing is contextualised and writing in particular can be seen to have a purpose.

Each half term, at least one core text is chosen that links to the topic. This could be a picture book, chapter book or a non-fiction text. Through a teaching sequence based around the phases derived from the NLS framework, reading and writing objectives are taught and opportunities for children to write in different genres will be provided with children working towards producing quality outcomes.

Aims and Objectives

At Kettlefields we aim to:

- Provide a rich and stimulating language environment, where speaking and listening, reading and writing are integrated through contextual learning experiences
- Provide active, engaging and challenging learning experiences where every child can feel that they have achieved
- Encourage children to construct and convey meaning with confidence and enjoyment, both in speech and writing, of factual, imaginary and personal experiences
- Provide opportunities for children to become confident, competent and expressive users of English with a growing knowledge of how language works
- Provide opportunities for children to be reflective users of language, being able to revise, edit and up level their own writing.
- Foster a life-long enthusiasm and love of reading
- Encourage children to develop a fluent and legible handwriting style
- Provide opportunities for children to communicate ideas through the use of ICT, role play and drama.

- Develop knowledge and understanding of how a library works and be able to research with increasing independence
- Use strategies (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes;
- Develop strategies, based on the phonics systems taught, to spell accurately and confidently

Writing

Aims and Objectives:

- Provide varied and frequent opportunities to write with a meaningful purpose
- Develop the confidence to experiment with language in a range of contexts.
- Encourage an awareness of sentence formation, paragraphs and structure of language
- Equip children with a secure knowledge and understanding of how grammar and punctuation is used accurately to convey meaning
- Develop skills in planning, drafting and proof reading by giving children regular opportunities to critically evaluate their own writing
- Give children opportunities to edit and up-level their previous writing outcomes
- Expose children to the use of language in poetry and literature as a stimulus for writing
- Encourage children to have high expectations of themselves and produce quality writing outcomes
- Produce fluent expressive writers capable of writing for a range of different audiences and purposes
- Allow every child to have their achievements celebrated by displaying their writing outcomes throughout the school

Spelling

Spelling patterns and rules are taught in phonics sessions across the school. Children are grouped into phases according to their phonic development and are taught spelling patterns three mornings each week. Children are assessed once a term and are taught spellings in conjunction with those set out in the NLS, upon reaching phase 6. Phonic planning is derived and adapted from the *Phonics Play* scheme. Spelling skills are also reinforced through literacy lessons and other curriculum subjects.

Handwriting and Presentation

- Weekly handwriting is taught in EYFS, KS1 and lower KS2, teaching flowing patterns linked to phonic development.
- Children are taught and encouraged to form lower and upper case letters correctly and as they develop, are encouraged to use cursive writing.
- Children are taught to adopt a correct pencil grip (tripod grip) from Reception upwards.
- Teach cursive handwriting from Reception and as soon as children are able, they are taught to join letters.
- Frequent opportunities are also given for children to word process their work.



- Good presentation of all written pieces is expected across the curriculum.
- First drafts of work should only be displayed with an explanation or teachers' annotations.
- Opportunities should be made for editing and up-levering writing before children produce a quality outcome to be displayed.
- All writing on display should reflect the best of each child's ability in terms of their presentation as well as content so that high expectations and a sense of pride and achievement is fostered from an early age.

Teaching

The teacher works towards the children's independent learning employing a range of strategies including;

- Facilitating
- Instructing/directing
- Modelling writing
- Shared writing
- Scribing
- Explaining
- Different types of questioning
- Discussing
- Role play and use of props
- Consolidating
- Evaluating

The Foundation Stage and Year 1

- Children learn key words and are encouraged to recognise word patterns through discreet teaching of phonics three times a week
- Children are encouraged to read for meaning and to demonstrate understanding
- Children are introduced to a full range of texts through shared reading in whole class groups
- Children benefit from regular guided reading in small groups
- Children are given a reading band and expected to take out home a banded book each week to read
- Children are encouraged to select and read books for pleasure independently
- Children enjoy listening to books read aloud by adults in class
- Parents are encouraged to read with their children at home on a regular basis

Good Practice by parents in the early years:

- Understanding the development of phonic skills;
- Handling books with care and respect;
- Encouraging a love of books;
- Reading their own books with evident enjoyment in front of the children;
- Reading to their children, especially at bedtime;
- Establishing left/right orientation;



- Chatting about/ retelling favourite stories;
- Reciting and singing poems and rhymes;
- Browsing through picture books, focusing on pictures, asking and answering questions;
- Frequent visits to the library;
- Encouraging and instilling confidence and allowing success.

Reading Schemes

Children will work through a range of reading schemes which will include the **Oxford Reading Tree** and **Cambridge Reading**. Children will work through the scheme until the class teacher feels that they should be selecting their own reading material. All reading books in school have been book banded to provide a range of books suited to the individual needs of the children. Children have a book band level that corresponds to their most recent assessment. Every child takes home a banded book each night and is also encouraged to supplement this with any book of their choice.

Hearing Readers

The class teacher and TAs hear children read aloud through guided/individual reading sessions. Each guided reading group will have regular reading sessions with their class teacher and a TA. Parents/helpers also listen to early readers in KS1.

Extra priorities are given to those needing extra support (ie identified on School Action) and will read one to one with their class teacher or TA. A system of reading buddies also operates in the school whereby children read to each other and offer peer support.

Speaking and Listening

The four strands of speaking and listening are speaking, listening, group discussion and interaction and these permeate the whole curriculum. Speaking and listening is assessed using level descriptors from the National Curriculum. Activities appropriate to different age groups are planned which develop speaking and listening skills and 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.

A range of opportunities for children to talk and listen in formal and informal settings are provided including:-

- The use of drama, role play and other play activities to explore imagined situations
- Story time when the teacher or other adult reads aloud to the class
- Using talk partners within class situations to share ideas
- Through class and school councils
- PSHE and circle time
- Class and small group discussions
- Debating skills
- Tasks which involve oral feedback
- Investigational and collaborative work
- Class assemblies



Friday Achiever Assemblies take place once a week during which one child from each class, will share and discuss their learning in class. Teachers will encourage children to explain why they have received their award to develop their confidence in speaking in front of a large audience.

Intervention Programmes

ELS - Early Literacy Support

Year 1 pupils, who need additional support with their reading, work as a small group with a trained TA for twenty minutes each day. The aim is to consolidate what has already been covered in Foundation and provide the children with opportunities to catch up with their peers.

ALS - Additional Literacy Support

This is used either to extend the more able Year 1 pupils, again under the direction of a qualified TA, or to give additional Literacy Support to Year 3 pupils who achieved Level 2c in the Key Stage 1 SATs

FLS- Further Literacy Support

Year 5 children who struggle with reading or inferential comprehension benefit from daily FLS sessions with a trained TA.

Booster Classes are provided in the spring term for identified children in Years 2 and 6 in preparation for the SATs

Resources for Reading

We believe it is crucial for children to have access to a range of quality texts that will stimulate and motivate their reading. We have a good selection of group readers and this is updated yearly to suit the needs of each cohort. In each classroom there is a library of fiction and poetry books for group reading. The KS2 library now holds a variety of information books organised according to their genre and the KS1 library will be where all illustrated books and fiction texts are stored. All children are encouraged to take books from both libraries to supplement their banded book that is taken home.



Resources

Classroom resources in Literacy include:

- A class reading library containing fiction, non-fiction and poetry
- Dictionaries and thesaurus
- Cassette recorder
- Literacy textbooks
- A selection of books and paper for writing activities
- Pencils and pens
- Classroom computers with suitable software
- Interactive whiteboards

Central resources in Literacy are the responsibility of the co co-ordinator who has a budget available. They include:

- Textbooks
- Guided reading books and writing resources
- Class reading books and big books
- A reference library
- Pre-recorded tapes of stories and text
- Television and video recorders

External resources include:

- Real authors or poets, who visit the school to read and discuss their work with children
- Stage companies who visit the school and include pupils
- Use of school and local environment to support learning in Literacy

Information Technology is a major resource which is used in Literacy for:

- A word processing, involving the redrafting of work originated at the computer
- Desk top publishing of materials for a variety of audiences
- Information access using our stock of CD ROMs and the Internet, through both the ICT suite and interactive whiteboards
- Computer programmes used in additional support for some children

The library is a substantial resource for reference materials for the whole school. All children are taught how to use the library effectively and how to make the best use of reference material.

The Use of ICT in Literacy

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate. Generally, school laptops are used to support children's literacy once a week, for both research and reading opportunities or word processing and presentation.



Inclusion

See inclusion policy.

Marking, assessment and reporting

See assessment and marking feedback policies

Progress in Literacy

From year 1, all children are assessed each term for reading and writing and their levels are entered on to Target Tracker. Most children in Key Stage 1 are expected to make two sub-levels of progress each year in reading and writing. Most children in Key Stage 2 are expected to make at least two whole levels of progress. Levels are reported to parents at the end of each Key Stage.

Annual reports for parents are written by class teachers indicating their child's progress in all areas of English. Parent's evenings take place in the Autumn and Spring Term, where progress and targets can be discussed with parents.

Monitoring and Review

The English Co-ordinator is responsible for monitoring the effective learning of English and literacy skills across the school. The co-ordinator will monitor learning through lesson observation, scrutiny of work, discussion with children and monitoring of medium term plans and reviews. The co-ordinator is also responsible for supporting Y6 and Y2 teachers in analysis the end of key stage SAT results and leading staff in setting curricular targets for future development.

Equalities Impact Statement:

1. *Has this policy fully considered the School's Equality objectives and statement agreed on 28 March 2012?*
Yes
2. *Are there any impacts of the School's Equality objectives and statement on this policy*
No
3. *If "Yes" are these clearly described and their impact assessed within the policy document?*
n/a



Child Protection Statement

At Kettlefields Primary School the welfare of the child is paramount. All children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and sexual identity have the right to protection from abuse. All suspicions and allegations of abuse and poor practice will be taken seriously and responded to swiftly and appropriately. All staff and volunteers in school have a responsibility to report any concerns to one of the designated child protection officers.