



REDESDALE PRIMARY SCHOOL ENGLISH POLICY

At Redesdale Primary School we encourage our pupils to become lifelong learners. We want to give children an education of the highest standard, we aim for excellence in all our school activities and encourage all pupils, whatever their ability to achieve the best they possibly can. We believe that providing pupils with a well-balanced, enriching and engaging literacy curriculum will aid them in developing into self-assured communicators.

Redesdale Primary School works to ensure that all children develop the ability to communicate effectively and that any barriers to learning are swiftly identified and steps are taken to remove them. Our literacy policy will ensure that all pupils become confident speakers, listeners, readers and writers, preparing them for life in the 21st Century and beyond.

Aims

To ensure that all pupils are receiving a well-balanced English curriculum.

To ensure that each teacher is providing pupils with a consistent approach to English teaching.

To ensure that all pupils are given the opportunity to extend their knowledge and skills.

To ensure that all pupils are exposed to different genres and authors.

Teaching styles

To enable access to the whole curriculum for every pupil, to cater for the variety of learning styles within each class, and to ensure progression and reinforcement of skills and concepts throughout the year groups, we employ a variety of teaching styles.

Literacy is a basic skill and is key to creativity, imagination and critical thinking. We want our pupils to find learning exciting, compelling and intrinsically worthwhile.

Therefore, we use a variety of interactive teaching and learning techniques so that pupils can respond successfully to their learning.

We plan activities where pupils:

- Integrate prior and new knowledge
- Acquire and use a range of learning skills
- Solve problems individually and in groups
- Think carefully about their successes and failures
- Evaluate conflicting evidence and think critically
- Accept that learning involves uncertainty and difficulty
- We use questions as a tool for learning. Effective questioning models how learning evolves. Appropriately designed questions lead pupils from unsorted knowledge to understanding, teaching pupils how to use them for effective learning.
- We use a wide variety of materials to enable every pupil to access the planned learning experience and to achieve the planned teaching and learning objectives.

- We give pupils the opportunity to work in a variety of ways using Seating for Learning – whole class, groups (of differing sizes and composition), as pairs and individuals, according to their needs, the nature of the activity and the learning objectives.
- We build pupils' confidence and self-esteem, and enable them to become effective language users by:
- Sharing teaching and learning objectives and clarifying expected outcomes in a language that pupils can understand
- Teaching children to self-monitor
- Effective use of the plenary enabling children to demonstrate their knowledge, understanding and process of learning orally as well as by writing
- Encouraging children to learn from and support one another, and to realise that they do not all have to be at the same level or arrive at the same point at the same time. There are many routes to the same destination.
- Positive and constructive oral and/or written feed-back
- We create an environment where **all** children can make progress.
- We enable pupils to develop written and spoken Standard English through the model we set as teachers, and through sharing and providing high quality reading and writing materials and texts.

Curriculum coverage

All pupils should be writing daily in some form across the curriculum using the skills and knowledge acquired in English lessons. Class teachers plan English around a text. Any opportunities to make cross-curricular links are utilised and planned into topics. At Redesdale we recognise the importance of children writing across the entire curriculum.

Planning

All teachers use the New English Curriculum to plan their English lessons. Class teachers are responsible for completing a long-term outline of texts that will be covered in each year group, medium term plans to show what genres, writing opportunities, curriculum opportunities and key skills will be covered during each half term. Class teachers will also be responsible for using weekly plans to show what each daily English lesson will entail. Planning should be annotated daily using AFL from the lesson and the marking.

THE FOUNDATION STAGE

Work undertaken within the Foundation Stage is guided by the requirements and recommendations set out in the 'Early Years Outcomes' September 2013 document. Children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write is supported and extended in the Foundation Stage. They must be provided with opportunities and encouragement to use their skills in a range of situations and for a range of purposes. The key areas are:

- Communication and Language
- Speaking
- Reading

- Writing

Lessons in the Early Years aim to do this through varied activities that allow children to use, enjoy, explore, practise and talk confidently about English including:

- Daily Phonics sessions following the Letters and Sounds programme in Reception and Jolly Phonics in Nursery (See Separate Phonics policy).
- Brave Writing
- Guided Reading sessions using big books.
- Stories, songs, rhymes and finger games.
- Daily opportunities to share and enjoy a wide range of fiction and non-fiction books, music and poetry.
- Sand and water.
- Linking language with physical movement.
- Imaginative play and role play areas.
- For children who may need to use alternative communication systems we provide opportunities for them to discover ways of recording ideas and to gain access to texts in alternative ways, for example through ICT or Makaton.
- Showing particular awareness of, and sensitivity to, the needs of children learning English as an additional language, using their home language where appropriate and ensuring close teamwork between practitioners, parents and bilingual workers so that the children's developing use of English and other languages support each other.
- Word or letter investigations and challenges.
- Demonstrating and modelling the use of spoken and written language; where teachers can show a range of different ways to present text or a piece of writing to encourage the children to write in a similar way.

SPEAKING AND LISTENING

Aims

To develop as fully as possible each child's competence, confidence and enjoyment in speaking and listening. Speaking and listening activities are embedded throughout the curriculum. The New Primary Framework provides guidance on incorporating Speaking and Listening into planning through specific speaking, group discussion and listening tasks. Throughout the school day children are involved in:

- Listening to talk
- Asking and answering questions
- Play where fictional roles are explored

- Small group story reading
- Small group oracy* support activities (*oracy definition – the ability to express oneself fluently and grammatically in speech)
- Using spoken language to get things done
- Adjusting what they say depending on others' response
- Speaking and listening in other areas of the curriculum.
- Talk for writing

The New Primary Framework (2014) ensures clear focus for teaching and suggests a variety of contexts, purpose and audiences. It ensures that opportunities for drama and group discussion are carefully planned and integrated into other activities. The children also take part in class assemblies, which provide opportunities for public speaking.

In order to achieve our aims we must: -

- Provide a stimulating environment, which arouses children's interest and curiosity.
- Provide good role models
- Listen carefully and with respect and interest to what the children say
- Extend their range by encouragement, explanation and interpretation
- Give all children equal opportunities to develop their oracy.

READING

Aims

'The more you read, the more things you will know. The more that you learn, the more places you'll go' Dr. Seuss

- To build on the children's language experiences and early reading skills that they have already acquired.
- For pupils to emerge from inexperienced readers to independent readers who read a variety of texts for different purposes.
- To look for higher standards because we have high expectations of our children.
- For children to develop as readers and to be able to enjoy reading for pleasure, alone or as a shared experience with an adult or their peers. We want children to be able to read independently and be able to follow personal interests, use their research skills to extend their knowledge and understanding.
- To provide books in a variety of languages in order for pupils to develop a healthy knowledge of languages other than English and allow pupils of that culture to celebrate their heritage.
- To recognise that reading plays an important part of education and life.
- To explore a range of texts in class.

Reading at Redesdale

Pupils will have regular opportunities to engage in independent and shared reading. Class teachers, support staff and volunteers will provide pupils with daily read aloud sessions where pupils will be encouraged to respond to the text in a variety of

different fashions. Each year group will have Stage class books to read with; this will allow all pupils to have a shared experience of a text.

Reading Diaries

Pupils will have regular opportunities to change their individual reading books. Reading books will be provided at the right level for individual pupils. They have a choice from a wide range of books. Parents, pupils and class teachers will use the reading diaries to communicate about the pupils reading.

Reading Journals

Pupils in Key Stage 2 have a Reading Journal in class. This is used for children to complete independent tasks related to their reading book and follow up tasks from Guided Reading during each week.

GUIDED READING

The goal of guided reading is to enable learners to become independent, able readers, who understand and appreciate texts on their own without the teacher's help. Guided reading takes place in a small group, with a teacher or teaching assistant, and focuses on developing pupil's ability to become independent readers, thinkers and learners.

The teacher is acting as the expert who guides the children through the text, providing signposts to the most important and most helpful features of the textual landscape. The pupils are grouped by ability and read individual copies of the same text, which matches the reading level of the group. Texts are selected from the school's guided reading resources. Class teachers will have access to comprehension resources. It will allow teachers to use a range of texts and questions to help develop pupil's comprehension skills.

Planning Guided Reading

Year 1 to Year 6 have guided reading sessions planned 4 days a week.

Pupils are grouped by reading level into groups no bigger than 6-8. Class teachers will choose texts that will link to the learning objective. Appropriate texts will be selected that allow opportunities for work towards specific targets. Texts should match the reading level of the group in terms of fluency-they should be able to read between 90-94% accurately and with understanding. Class teachers will change group books on a regular basis and include a mix of fiction and non-fiction texts, and where possible, texts should match the range being taught to the whole class or which relates to another area of current learning or interest. Most importantly texts must provide opportunities to apply the targets and strategies that form the group's current focus.

A guided reading session will follow the sequence of; introduction/recap, independent reading/interaction, return and response, followed by a reading journal activity or follow up task. The teacher/teaching assistant shares the key objective for the session with the pupils, assesses pupil's progress within the session, gives feedback and next steps in the plenary and records outcomes on the guided reading planning sheet. During the guided reading session pupils will be reading at the same time. The class teacher will dip in and out and listen to each child read. This will give

class teachers an opportunity to assess and monitor each pupil's reading skills and ability, whilst still allowing the other pupils to continue reading.

Guided reading activities

Class teachers will need to plan a guided reading schedule to ensure they have built in opportunities to listen to all pupils read. While the class teachers/teaching assistants are reading with groups, the other pupils will be engaged in reading activities. Pupils will stay with their guided reading group and may move through a variety of activities during the week. The activities may include silent reading, follow-up tasks which involve answering comprehension questions, exploring characters, word level work and spelling investigations but should always link back to the group's current target.

Equality and Reading

When teaching guided reading to EAL and SEN pupils, it is important to use pictures and visual cues to support discussion in order to aid comprehension. In addition, time should be spent discussing and defining new and unusual words. Ensure that you model how to use specific strategies and give the children an opportunity to practice the strategies a number of times. Class teachers will need to consider IEPs when planning effective guided reading sessions to ensure SEN pupils are being supported appropriately. Gender equality will be promoted by making sure texts avoid stereotyping and by ensuring boys and girls have access to all the resources available.

More able children will be well planned for by taking into account their current reading levels and providing them with rich texts that allow them to build on their reading skills and develop their independent learning, reading and thinking skills. Opportunities to discuss issues of race, gender etc. will be provided through the discussion of the resources used.

Assessment of Reading

Reading statements from Target Tracker are used to track the progress of all children in Guided Reading sessions. This assessment information is used to inform planning, identify targets and the bands the children are working at. Formal reading tests/assessments are carried out from Year 1 – Year 6 on a termly basis.

Class teachers use the Target Tracker statements to assess pupil's reading. Class teachers should use guided reading sessions, one to one reading and pupil's reading journals to determine what band pupils are working within. During guided reading sessions the following strategies can be used effectively to assess children's; questioning, listening, observing and discussing. Targets will be given to pupils during their guided reading sessions. The learning objectives will link to the children's reading targets. The teaching during a session can also be adjusted due to ongoing assessment. Effective feedback is provided to the children in the group and is aligned closely with their learning objectives. Children are clear about the next steps needed to improve their reading.

WRITING

Aims

"I love writing. I love the swirl and swing of words as they tangle with human emotions." James A. Michener

- To develop pupils in becoming efficient and effective writers who are able to write appropriately for a variety of audiences.
- To develop pupils in acquiring the knowledge and skills to communicate effectively within a range of contexts
- To ensure all pupils can use the conventions of written language and grammar
- To ensure that all pupils experience a range of purposes and forms of writing
- To ensure all pupils follow the handwriting policy
- To ensure all pupils have opportunities to plan, edit, draft and present their work
- To expose children to a wide range of texts during lessons.
- To develop pupils' love of writing.

Modelled and Shared Writing

Shared writing is a whole class activity where the teacher models the writing of the text. In shared writing, the pupils will contribute to the text by suggesting words or sentences to be used. The teacher demonstrates how to write and explains decisions. S/he will model thinking, rehearsing sentences, writing and re-reading constantly generating words and ideas. Across the key stages, teachers will focus on the purpose, audience, level of formality, structure and organisation of the text. A particular aspect of word or sentence level work provides an additional focus depending on the objectives and targets being worked on at that time.

Presentation

The date and learning objective will be recorded and underlined with a ruler and a cursive handwriting style will be used in all writing. (See separate Handwriting policy)

Differentiation

To ensure all of our pupils are making the most progress they can within a lesson, the work must be clearly differentiated using AFL via a variety of methods e.g. resources, adult support and level of thinking skills required. Children will have a choice of activities within a lesson to promote their independence and confidence as a writer. Differentiation must not be based on outcome alone but based on the thinking skills the activity requires. Differentiated questioning and high expectations during the main teaching can be used to stretch the more able pupils and develop other pupils.

Assessment

Pupils will complete independent writing assessments throughout the year. This will result in the class teacher having a selection of independent writing to help assess the pupil against. The assessments will reflect a genre that the pupils have already been taught and will be an opportunity to see if the pupils are able to apply their newly learnt skills. The assessment will be a completely independent task. The assessment will be done in the children's English books. Class teachers will assess pupils using these independent writing assessments, their teacher knowledge of the pupils and the statements for writing on the Target Tracker.

Guided Writing

Guided writing is an excellent way to use AFL and aid children in achieving their targets and making progress. Guided writing is a mini lesson within an English lesson itself. Guided writing groups are fluid and change all the time. They may include children from all different ability groups. They may also be target based (so those children who have the same writing target may be included in one guided writing session). The guided writing session will have a similar learning objective to that of the main teaching.

Targets

Individual targets from the Target Tracker statements are set at the beginning of each half term and reviewed regularly through marking and feedback. From Year 1 to Year 6 targets are displayed in pupil's books. Targets should be celebrated when they are met and pupils should be given their next target as soon as possible so they can continue to progress. Targets are also sent home every half term so parents know what their child's next steps are.

Spelling, Grammar, Vocabulary and Punctuation and Phonics

(See separate policies)

School Library

At Redesdale we are very lucky to have some dedicated parent volunteers who run our school library. All children access the school library from Reception to Year 6 each week. They borrow a book for a week to enhance their reading skills and to encourage them to read for pleasure.

Book Fairs

Three times a year we hold a school book fair to raise funds for English resources in school and allow children to explore the most current authors and books available for children.

Spiritual, Moral, Social and Cultural Development

Creative writing, performing or listening to stories and poems can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that stories and poems can have on people's moods, senses, their understanding of consequences and experiences. Children at Redesdale Primary School have the opportunity to encounter stories and poems from many cultures and, through their growing knowledge and understanding of these, they develop more positive attitudes towards other cultures and societies.

Roles and Responsibilities of the Subject Leader

The Subject Leader should be responsible for improving the standards of teaching and learning in English through:

- Regularly monitoring and evaluating English.
- Regular lesson observations are made on all class teachers to ensure they are carrying out the aims of the English curriculum.
- A regular work scrutiny of children's books/work, planning and marking is carried out.
- Pupil progress meetings
- Provision of English (including Intervention and Support programmes)

- The quality of the Learning Environment;
- Analysing data and tracking pupil progress and attainment
- Supporting colleagues in their CPD
- Purchasing and organising resources and keeping to a budget.
- Keeping up to date with recent English developments
- Informing Senior Management, phase leaders and governors of English issues
- Regular reports are made to the governors on the progress of English.

Evaluation of Policy

This policy will be reviewed every two years or in the light of changes to legal requirements.

The following criteria will be used to measure its success:

- How has the quality of children's learning been enhanced/improved?
- How has the quality of teaching been improved?
- Can we identify a range of teaching and learning styles in each classroom?
- Are staff and pupils following routines and rules?
- Is there clear evidence of assessment informing planning?
- Do pupils know what they are learning and why?
- Has any part of the policy been difficult to implement, or been ignored?

This Policy will be reviewed: July 2017

Literacy Subject Leader – Mrs L Armstrong