

Thurlaston CE (Aided) Primary School



English Policy

June 2010

Signed

Teaching and Learning the Christian Way of Life

Policy for Learning and Teaching in English

Aims and Objectives

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;
- 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.

Organisation

- The time allocated for English is in line with recommendations for key stages one and two.
- In addition, it is expected that cross-curricular links will contribute to pupils learning in speaking and listening, reading and writing.
- The National Literacy Strategy forms the basis of teaching and learning. All children receive the minimum entitlement of a daily literacy lesson, lasting approximately one hour.
- Teachers work towards independent learning, and plan for different working groups e.g. whole class/small group/paired/individual.
- Teachers employ a range of generic teaching strategies
- Teachers use the DCFS Primary Framework for medium term literacy plans. These are used as a basis for short term planning and adapted according to the text type and the needs of the children. The length of a unit may vary. The school has agreed proformas which all teachers use.
- Clear objectives are set for each session and are shared with pupils. Teachers differentiate according to the needs of the pupils and use intervention programmes for targeted support.
- Literacy is encouraged and developed across the curriculum and links are made where appropriate.
- ICT is used where it enhances, extends and complements literacy teaching and learning.

Inclusion

- All children receive quality first literacy 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. The Head Teacher and Class Teacher decide which intervention programmes, i.e. second wave of support, will be used in the school on an annual basis (according to the school provision map). Teachers and teaching assistants plan programmes together and monitor progress of these pupils.

- There is a third wave of support for pupils who are placed on School Action or School Action Plus which is additional and different.
- More able pupils are planned for in line with our policy for teaching more able pupils.
- The needs of children with English as an additional language will be met through planning and support. This is supported by our equal opportunities policy.

Assessment, Recording and Reporting

- Assessments are made in line with the school assessment policy. Teachers report to parents twice a year at parents' evenings and in the annual report to parents. Children are assessed on entering the school and are formally assessed at the end of each key stage. Teachers use the Assessing Pupil Progress materials (APP) to assess the children in their class to inform them of progress made and their individual levels. These are moderated through staff meetings and by attendance at moderation meetings.
- Teachers use 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 and feedback policy.
- Analysis of assessment data is used to set whole school literacy curricular targets in reading and writing. The Curricular targets are shared with parents and children. Class targets are linked to the school curricular target and are regularly reviewed.
- APP has been introduced for a group of children in every class and this will support the judgements for the other pupils.
- In addition reading and writing are levelled termly, and progress is recorded throughout the year.

Monitoring and Evaluation

- Literacy is monitored by teachers, Literacy Co-ordinator, the Headteacher and Literacy Governor (Liz Daines). Having identified priorities, the Literacy Co-ordinator constructs an action plan that forms part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

Reviewing the policy

- This policy will be reviewed every 3 years or according to the School Strategic Plan.

*Anne Wilkins
April 2010*

Appendix 1 - Reading

Aims

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 – a minimum of once a fortnight dependent upon need.
- regular independent reading - daily
- home/school reading – daily reading is encouraged as part of the children's homework
- selecting own choice of texts
- reading whole texts
- reading in other subjects including ICT texts

Children will experience a wide range of different texts during their Literacy Lessons and experience of a variety of genres. Additional time is provided on a regular basis for reading at other times. There is time set aside for independent reading, using the library, listening to whole class stories and research linked to other subjects.

Teaching and Learning

Teachers promote and value reading as an enjoyable activity and also as a life skill. The **searchlights** model provides the foundation of teaching of reading. Teachers plan for a range of comprehension strategies which 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, often 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 shared reading. Teachers follow the five part structure when planning guided reading sessions.

Teachers plan for **independent reading** activities during sessions of Guided Reading. Texts are selected so that pupils can access them without support. The focus for the reading is to provide practice and develop personal response to text.

Many other opportunities are provided for pupils to practise and extend reading in other subjects. Pupils select texts under the guidance of the teacher for independent and home/school reading. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis. Where pupils are working below age intervention strategies are in place to provide support and encouragement and encourage progress

Reading at home is regarded as an important part of reading development. Parents are encouraged to respond to books using reading diaries and homework diaries.

Resources

All classrooms have a well-stocked book area with a range of fiction and non-fiction. Classroom collections are changed at regular intervals. 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 teachers provide a stimulating reading environment, promote book ownership and recommend books to pupils. Classroom and central displays are language rich and special displays promote authors and books.

Appendix 2 - Writing

Aims

Children should learn to:

- write in different contexts and for different purposes and audiences;
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation;
- 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 literacy medium for presenting work and manipulating text

Entitlement

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

- shared writing
- guided writing
- independent writing - several times a week
- writing different text types and narrative styles – following unit planning
- writing in different curriculum areas
- handwriting practice
- collaborative writing- several times a week
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting – within each unit plan
- 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. Usually, though not always, the **teaching sequence for reading and writing** will be used as a framework:

Subject-specific texts that link to work being undertaken in other areas may also be used in literacy lessons to support the wider curriculum. 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 through the use of writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage '**talk for writing**' as an integral part of the process.

Teachers provide opportunities to practise and improve handwriting and encourage pupils to develop a fluent legible style. Teachers model the agreed style using *Penpals Handwriting in KS1 and Nelson Handwriting in KS2*. A mixture of whole class, small group and individual teaching is planned.

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 DFES resources to support writing. These include:

Developing Early Writing

Grammar for Writing

Improving Writing Fliers

Exemplification plans

Target statements for writing

The Primary Framework-Literacy Strategy

Support for Spelling

Letters and Sounds

Appendix 3

Speaking and Listening

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
- 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.

Teaching and Learning

Teachers provide a wide range of contexts for speaking and listening throughout the school day.

Teachers model speaking clearly. This includes clear diction, reasoned argument; using imaginative and challenging language and use of Standard English. 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. Speaking and listening outcomes are planned for in all areas of the curriculum and speaking and listening objectives are identified in planning. Roles are shared with 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, responding to a text in shared or guided reading. PSHCE is a time when children learn about how to respect the views of others and the importance of speaking and listening with regard to others.

Anne Wilkins

April 2010