

CONSTANTINE C.P. SCHOOL



English Policy

Introduction

THIS DOCUMENT IS a statement of the aims, principles and strategies for provision of children at Constantine Primary School.

LEA GUIDELINES have been taken into consideration in the formulation of this policy.

IT WAS DEVELOPED through a process of consultation between all members of the school teaching staff, and Governors.

IT WAS ORIGINALLY APPROVED by the Governing Body in 2001

REVIEW OF THIS POLICY is on-going but will be subject to formal review as per the School Development Plan.

Overall Aims

- To enable pupils to live and work effectively in a literate society
- To promote the understanding and enjoyment of language in all its forms
- To ensure each child can communicate effectively with others, both verbally and in writing, for a variety of purposes.
- To develop a love of literature through hearing and reading a wealth of high quality texts and promote children to be life long readers
- To explore opportunities to write in a variety of genres using real life and virtual stimuli as inspiration.
- To enable each child to speak, listen, read, spell and write with accuracy and understanding.

Cross-Curricular Literacy

Constantine School has a topic-based, cross curricular, approach to learning: reading, writing, speaking and listening underpin all subjects within the topics. Spellings, phonics, grammar and guided reading are separately addressed but take every opportunity to link to the topics. In KS2 and Y2 every morning each class has Accelerated Reader / Guided Reading time and designated Spelling, Punctuation and Grammar (SPAG) / Phonics time. In Year 1 the designated time is for Guided Reading and Phonics with the more able children progressing into comprehension and SPAG.

Spoken Language

Aims

- Communicate ideas, points of view and explanations clearly
- Use spoken language effectively in different situations
- Use spoken language to generate, discuss and clarify needs

- Listen politely and responsively

Organisation/Scheme of Work

Teachers plan speaking and listening activities to develop skills specific to the English curriculum (e.g. identify and respond to sound patterns in language at KS1; use spoken standard English in formal contexts at KS2) and to promote learning across the curriculum. Speaking and listening are crucial to teaching and learning about social, moral, spiritual and cultural issues. Role-play and drama have an important place in subject-specific, cross - curricular and more general learning. Learning takes place in lessons and at recreation times, during assemblies and in extra-curricular activities. Pupils are taught in whole-school, whole-class, group and individual contexts. All adults make the most of these opportunities to develop children's speaking and listening skills by engaging in conversations with children at all times of the day..

Great emphasis is placed on developing skills in children under five. Speaking and listening is encouraged in the form of planned, self-initiated and structured play as well as in teacher-directed activities. They learn nursery rhymes and build up a repertoire of stories and traditional tales. In YR, children work towards the EYFS goals in language, literacy and communication.

Reading

Aims

By the end of KS2, children will

- Be fluent readers
- Be able to gain information by reading
- Choose to read for pleasure
- Show respect for and appreciation of books
- Be familiar with a wide range of texts in different genres

Organisation/Scheme of Work

The scheme of work is based on the National Curriculum 2014. In the early stages, pupils are taught to use a variety of decoding strategies including phonics, contextual, grammatical, picture clues and word recognition. As they become more fluent, pupils are taught how to apply these skills to support learning in other subjects.

Reading is taught through:

- Shared reading - whole class approach
- Guided and group reading - a differentiated approach
- Independent reading - structured opportunities to apply skills
- Personal reading - during reading times at school and at home.

From reception onward, pupils are introduced to a balance of different types of books and texts, including poetry, fiction, non-fiction and plays. Phonics is taught systematically at KS1 following National Curriculum 2014 stages and using a variety of resources to support (including games, ICT resources and paper based schemes)

At least an hour of Reading, SPAG or Phonics is timetabled for KS2 and Y2 classes daily in addition to all aspects of literacy taught through the wider cross curricular topics. In Year 1 there is half an hour of phonics, a weekly small group guided reading session and multiple individual reading sessions for all children; some daily. Teachers or teaching assistants/volunteers, under the guidance of teachers, work with groups of pupils to develop their reading skills.

Accelerated Reader

Library books are updated from the Schools Library Service central library in Threemilestone. Pupils have internet to access information through classroom computers and school set of computers. Accelerated Reader begins in the Summer Term of Year 1 for the most able pupils and continues through the school. The children take a half termly Star Reader test which determines their zpd score. Children are encouraged to read a range of genres in their zpd score, including fiction and non-fiction. The children quiz on each book that they read and these scores enable teachers to assess reading comprehension.

Writing

Aims

By the end of KS2, pupils will:

- Be confident writers
- Use accurate spellings, punctuation and grammar
- Be able to write appropriately to communicate information and express ideas
- Be able to write in a variety of genres and for different audiences
- Demonstrate a legible, fluent, joined handwriting style

Organisation/Scheme of Work

Almost all writing is topic based and links to spellings, punctuation and grammar from National Curriculum 2014. From the early stages, pupils are taught to write using a variety of strategies. They write for a range of audiences, including themselves, and are given meaningful purposes for writing. It is important at Constantine that writing is real and relevant. It links to an exciting range of stimuli from visits and visitors, film, books and other texts and broadcasts.

At least once a half term children in Years 1 to 6 do "Write Away...Right Away..." - an unaided piece of writing from a whole school stimulus. This piece of independent writing forms part of the child's overall termly writing assessment and is marked against the writing expectations for each year group. From that writing, a selection is made of "Awesome Authors" from each class. Their work is displayed in the hall and celebrated in assembly. The Literacy Subject Leader comments with "Wow" and "Now" statements for each piece enabling all children to see how writing can be improved. The Awesome Authors' writing also goes onto the 'Write Away blog' where parents and other children can read and comment on the writing.

Spelling

Pupils are taught to spell through a variety of strategies including phonics, visual and morphemic strategies, graphic knowledge, mnemonics and the principles of spelling. The 'Look, Say, Cover, (Trace), Write, Check approach to the learning of spelling is taught and encouraged in Key Stage 1.

As appropriate, children are taught to use a variety of wordbooks, dictionaries and thesauruses to broaden their vocabulary and make links between words.

The teaching of spelling and handwriting is closely linked so that spelling of common letter strings becomes automatic. Children are taught to look for letter strings and patterns in words. Later on, words are linked according to various criteria - e.g. prefixes and suffixes, etymology, topic words. Spelling games are used to promote good spelling, especially at KS1.

Children from Year 2 to Year 6 are given weekly spellings, these spellings are sent home for children to practise and then children will be tested on them. Their spellings will be words appropriate for their year group and the words will be grouped by spelling rules/patterns/common letter strings. Children who are working below the expected standard in spelling may be given different words which are more appropriate for their ability such as high frequency words.

The progression in National Curriculum 2014 is followed closely for spellings, punctuation and grammar.

Handwriting

From YR, children are taught how to hold a pencil correctly and how to form letters. Correct posture is important. The development of fine and gross motor skills is promoted in the under 5s through such activities as Art and PE. Pre-writing skills are developed through an emphasis on pattern using a range of tools and working with different media. Cross-curricular opportunities provide purposes for practising handwriting skills.

Children begin to write using pencil on lined/unlined paper. All letters, apart from capital letters, should be joined and lowercase letters should start with an ascender from the line if at the beginning of a word.

When the teacher assesses pupils as having achieved a sufficiently fluent handwriting style a pen license is issued and s/he will be expected to use pen for most written work, however the pen can be taken away if the child does not consistently show the appropriate handwriting. Biro's are not permitted, except by adults for marking purposes, as these are not conducive to good handwriting. Handwriting pens are available in school but children may bring their own pen of a suitable kind (blue ink).

Left-handed children should be seated so that their writing arm does not 'clash' with an adjacent right-handed child.

Different forms of handwriting and print are developed for different purposes and children should be aware of a choice of fonts on the word processor. Handwriting is often taught as a separate skill so that it does not destroy the flow and confidence of a child's compositional skills but careful handwriting is expected in all books/pieces of work, not just in handwriting lessons.

The use of ICT is an important tool for presentation of writing. Children who find writing difficult for a physical reason are especially encouraged to use technological aids to enable them to express themselves in writing.

Intervention Strategies

If pupils experience literacy difficulties which prevent them from reaching the expected standard for their age, they will receive additional support in a group. Groups may run throughout the year or be for a specific 'block' of time. They will be organised by teaching assistants in consultation with teachers and will use a range of strategies e.g. Precision teaching, Nessy, handwriting practise, sentence formation...

Intervention resources are often used for Pupil Premium children to ensure their attainment matches or exceeds that of their peers.

Assessment

Marking follows the marking policy with clear next steps indicated. Time is allowed for pupils to show they have acted on those next steps.

Corrections of spelling/punctuation should be made according to the individual pupil's level of attainment. It is not normally helpful to correct all mistakes; a few more serious errors should be targeted. If work is for display it will, however, need to be correct.

Marking of work written in the unaided books will follow a 'tick list' format where the teacher will mark against the writing objectives for that particular year group. This enables the teacher to see where the child needs extra support/intervention to achieve the expected standard. If the child is already working at the expected standard, they will be marked against the objectives for 'working at greater depth'.

There are 3 assessment weeks a year where children's attainment in reading, writing and SPaG is tested. Every week Mappix is used which looks at specific curricular objectives and teachers decide whether the children are Emerging towards achieving the objectives for their age, Developing the objectives for their age, Secure in the objectives for their age or Mastered the objectives for their age. Mappix results, the termly assessments and teacher input feed into a termly data meeting where a best fit score is decided and registered on the school Data Tracker.

Testing

The end of KS1 and KS2 National Curriculum Tests/Tasks are held for Y2 and Y6 in May. They are used diagnostically in Year 2 where results are used to identify individual weakness and to measure progress. Phonics Screening Tests are carried out in June in Year 1 and repeat tests for children who did not attain the standard in Year 1 occur in Year 2.

EYFS children's progress is charted by the Foundation Stage Profile.

Teachers make their own regular assessments both in terms of testing (e.g. regular spelling tests) and in-depth analysis of performance (e.g. miscue or writing analysis). Children use "Now" marking comments as targets for what to work on next.

Special Educational Needs and Disabilities (see also SEND policy)

Teachers use their professional judgement to ascertain if a pupil is experiencing difficulties in any aspect of English. For pupils who are "On Alert" special interventions will be set up to try to allow the child to stop the difficulty that is being experienced. Outside agencies will be involved if pupils are still struggling or who have an Education Health Care Plan (EHCP). Some screening can be done in school by teachers, SENCo or teaching assistants eg. dyslexia. If recommendations are made,

teachers are responsible for making the arrangements to meet these recommendations, often with the support of teaching assistants.

Parents

Parents are informed of school policies on the website and there is a Home - School Agreement so that they can work in partnership with the school. They are involved in supporting their children in the following ways:

- Hearing their children read. Children take home books and a reading record and ALL parents are expected to listen to their child read and read with their children. It is important that this is recorded in the reading record.
- Helping children with homework - e.g learning spelling rules, doing research.
- Taking part in the literacy activities which are put on the newsletter every other week. This extends parents' literacy subject knowledge and reinforces their children's learning.

Other members of the community are welcome to help children in the classrooms.

Governors

The appointed governors review the work of the school in partnership with the English Subject Leader and other staff. They visit classes to experience normal lessons and view the work and behaviour of the pupils across the school, usually with a particular focus. A report is then given to the governing body. It is considered important that governors keep informed as to developments and practice in this way.

Review

The Headteacher, staff and governors review this policy every 3 years or when national changes are introduced.

14.3.01 17.3.05

Updated by English Co-ordinator: 14.02.06 Updated by Liz Brand 19.05.09

Updated by H Bancroft: January 2016

Updated by G Paine: January 2017