



Gateway to Learning where Every Body Excels

## **English Policy**

**The Glebe Primary School is a Rights Respecting School.**

RRSA Article 29: Education must develop every child's personality, talents and abilities to the full.

This policy needs to be read alongside other policies including:

- Early Years Foundation Stage Policy
- Gifted and Talented Policy
- Special Needs Policy
- Assessment Policy
- Curriculum subject policies

### **Rationale:**

We believe that children learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

We aim for each child to:-

- to be effective, confident communicators and good listeners
- to improve the planning, drafting and editing of their written work.
- to have a positive attitude towards literacy
- to have self-confidence in their ability to deal with literacy-reading and writing
- to be able to work enthusiastically, co-operatively and with perseverance
- to be able to think independently
- to experience a sense of achievement regardless of age or ability
- to have equality of opportunity regardless of race, gender or ability
- to be aware of the uses of literacy beyond the classroom

- to enjoy the learning process

#### What we aim to do for our children

- to show children how to adapt their speech to a wide range of circumstances and demands
- to teach children effective communication, both verbal and non-verbal, through a variety of drama activities, including the communication of their ideas, views and feelings
- to become enthusiastic and reflective readers, through contact with challenging and substantial texts
- to foster the enjoyment of writing, and a recognition of its value
- to encourage accurate and meaningful writing, be it narrative or non-fiction

We are an inclusive school. We set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances. We use one to one support and small group work to help in this.

#### Spoken Language:

We encourage our children to speak clearly and confidently to articulate their views and opinions. We teach that children need to express themselves orally in appropriate ways, matching their style and response to their audience and purpose.

#### Reading:

The 2014 National Curriculum divides reading into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary.

Children are exposed to texts from Nursery through books, signs, displays and their own attempts at writing. This continues in Reception and Key Stage 1 with daily phonics and regular reading to an adult with Reading Records used at school and home to record progress and develop a line of communication between school and home.

Pupils are encouraged to read widely either for pleasure or to find information. We use the Collins Literacy scheme for comprehension and

every term, children's progress in reading and comprehension is formally tested.

#### Writing:

The 2014 National Curriculum divides writing skills into two dimensions:

- Transcription (spelling and reading)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods.

We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading grammar and vocabulary.

We teach grammar as a separate lesson where necessary and correct errors, either oral or written, when and where necessary. We use high quality texts which are shared through modelled and collaborative writing to demonstrate good practice. We provide writing frames to support less confident writers. We model and encourage joined handwriting.

#### Vocabulary development:

We encourage our children to have a wide and growing vocabulary. This is done through spelling lists which are taken home to learn, displays of key words linked to topics and subjects and using dictionaries and thesauruses.

#### Assessment:

Formal assessments of reading comprehension are carried out, tracked and monitored termly using the Salford Reading test. Writing tasks are monitored and an assessment is carried out termly. On-going assessment is carried out using SPRINT progress indicators in years 1, 3, 4 and 5. Years 2 and 6 will be assessed using level descriptors until July 2015.

#### Professional development:

- provide staff with the necessary training and support to develop their subject knowledge and confidence
- encourage the use of I.C.T. in all areas of literacy
- integrate and apply skills and knowledge within the framework of the new National Curriculum
- Work with other schools to ensure accuracy in assessment
- Work with other schools to share ideas and skills

## Roles and Responsibilities

### Head Teacher and Governing Body

- to support the use of appropriate teaching strategies by allocating resources effectively
- to ensure that the school buildings and premises are best used to support successful teaching and learning
- to monitor teaching strategies in the light of health and safety regulations
- to monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- to ensure that staff development and performance management policies promote good quality teaching.

### Governors

- regular examples of writing are sent to governors meetings
- a named governor is linked to literacy to liaise with the subject leader

### Role of the Subject Leader

- to monitor literacy throughout school through lesson observations, staff discussions, planning scrutiny, book scrutiny and learning walks.
- to ensure the policy, resources and curriculum documents are organised, up to date and accessible and that staff are familiar with all of them
- to ensure that staff are informed of all relevant CPD
- to laisse

### Teaching

- English is taught daily either in a literacy lesson or as part of the creative curriculum with children given the opportunity to develop and apply their literacy skills
- learning objectives are shared with the children at the beginning of each lesson and referred to throughout the lesson
- children are aware of their targets at the back of their book and these are referred to by the teacher or Teaching Assistant on a regular basis

- planning includes provision for SEN and More Able/Gifted and Talented children
- teacher modelling is an important part of lessons
- teaching is enthusiastic
- teachers challenge children of all abilities
- teachers ensure enjoyment is a part of the curriculum

### Learning

- classrooms are organised to encourage and facilitate independent learning
- effective questioning is used to draw out children's knowledge
- 'Even Better Ifs' are used to move learning forward
- VCOP charts and pyramids are on display and in use in all classes
- I.C.T. is used where it enhances, extends and compliments learning  
A timetable for using the set of laptops in class is in place which enables teachers to plan for opportunities to build I.T. into literacy and cross curricular lessons
- Children are encouraged to work collaboratively by using Talk Partners, in group projects and in constructive criticism
- Peer Assessment and self-assessment is used to improve attainment and achievement
- Success criteria are used to focus the work
- Children read every day and their reading records are used to record the reading taking place in school and at home

### Environment

- displays in classrooms and around school are attractive, colourful and interactive showing children's work and include questions and information
- posters in class and around school are colourful and informative
- children are encouraged to take a pride in their work
- children are encouraged to take a pride in their environment

### Planning

- planning identifies learning objectives, teaching and questioning, differentiated activities, working groups, peer assessment opportunities, adult support and resources
- long term planning reflects opportunities for Literacy to be taught intertwined in the Creative Curriculum
- planning is annotated to reflect childrens' learning and improve future teaching and learning opportunities.

- Planning identifies provision to be made for SEN and More Able/ Gifted and Talented children
- planning includes opportunities to discuss work with children and identify successes and developmental areas.

### Foundation Stage

In the Foundation Stage language and literacy development are incorporated in all areas of learning. Opportunities are provided for children to communicate thoughts, ideas and feelings. Purposeful role-play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books.

An environment is provided which reflects the importance of language through signs, notices and books. Children are provided with opportunities to see adults writing and they can experiment with writing themselves. Children receive daily phonic sessions.

### Planning and Assessment

- In Foundation Stage teachers plan in line with the Early Learning Goals and Stepping Stones
- The STEPS PSRN profile is completed and analysed each term to assess strengths and weaknesses

### Making Literacy Inclusive

- by ensuring all abilities are provided for and challenged
- by ensuring there is no gender bias and positive role models are provided
- by awareness and sensitive handling of ethnic and cultural beliefs and values

### Assessment and Recording

- STEPS profile in Foundation Stage
- SATS in Year 2
- SATS in Year 6
- Optional SATS in Years 3,4 & 5
- Internal tracking systems- SPRINT
- annotated planning to record if objectives have been achieved

- tracking system in reading and writing (updated termly)
- progress meetings teachers with Teaching Assistants to examine current target groups and the necessary changes.
- termly written assessments to record progress
- reading ages
- spelling ages

### Targets

- individual targets in Literacy books
- targets given to parents/carers and children at drop in/consultation evenings
- targets written on end of year reports
- IEP targets to be specific and achievable
- IEP targets to be shared with Teaching Assistants, parents/carers and children
- children should be involved in assessing their own work through discussion and peer assessment

### Resources

- each class has a selection of reference books (dictionaries, thesauruses etc.) which are readily available to children
- each class has a selection of fiction books which are readily available to children
- where applicable each class has a range of scheme books for language and comprehension exercises
- sets of guided reading books are available in quiet rooms between classrooms
- banded reading books for individual reading are available throughout school

### Intervention

- 1 to 1 sessions take place throughout the year with children who need support to accelerate their learning.
- booster classes for year 6 take place in the Easter term
- children with special educational needs receive extra support from teachers and support staff
- reading support is given by teachers, teaching Assistants and extra support is provided by staff which include two High Level Teaching Assistants

### Parents / Carers

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- parents' evenings to discuss children's progress
- sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning
- explaining to parents how they can support their children with homework
- having a 'Drop-in' session for parents/carers to view their child's books

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- do their best to keep their child healthy and fit to attend school and ensure that their child has the best attendance record possible
- ensure that their child is equipped for school for taking part in activities
- inform us if there are matters outside school that are likely to affect a child's performance or behaviour at school
- promote a positive attitude towards school and learning in general

### Review

This policy will be reviewed in the Spring Term 2018.