



Burley Primary School

English Policy

Rationale:

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

At Burley Primary School we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant through-out school life and beyond. It is part of the 'essential knowledge' (p6 National Curriculum) that is needed in society:

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (p10 National Curriculum)

At Burley Primary 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, small groups and cross-phase work where appropriate to help with this. We plan teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEN code of practice. We agree with the statement of the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised' (p13)

1. Spoken Language:

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (p10) They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well structured descriptions and explanations

- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

1.2 Our aims and connected provision

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions.

Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- Encouraging talk-time at home through 'talk homework' which is shared in assembly and by encouraging reading and talk about books
- School Plays
- Class debates
- Weekly assembly
- Events within the community
- School Council
- Talk partners
- Book talk sessions
- Drama / role play
- PSHE and circle time

2. Reading:

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually' (p13) Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p13).

Schools are expected to have library facilities and support and encourage reading at home.

The 2014 Curriculum divides reading skills 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. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

2.1 *Our aims and connected provision*

- Pupils learn to read easily and fluently through daily phonics in EYFS and Key Stage One, regular reading to adults in school, reading partners and an incentives to read at home
- Pupils are encouraged to read widely, through our use of differing class texts, Reading Bingo and high quality attractive books in classrooms.
- Pupils are encouraged to read for pleasure using reading partners, quiet reading time and listening to an adult read.
- Pupils also need to read to find information in all lessons and comprehension is assessed in a formal way every term.
- Pupils are exposed to a range of texts from their literacy heritage during their school career
- Pupils read a variety of texts in guided reading sessions

3 Writing:

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- 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.

3.1 *Our aims and connected provision*

- We teach grammar as a separate lesson where necessary
- We correct grammatical error orally/ written work (where appropriate)
- We have a systematic approach, we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling
- We use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice
- We encourage and promote 'talk for writing'
- We use drama and hot-seating to help pupils to think about another point of view
- We provide writing frames to support the least confident
- We provide time for planning, editing and revising
- We mark extended pieces of work in-depth and share next steps with the pupil
- We use success criteria for pupils to self assess or peer assess, when appropriate so they can evaluate effectively
- We encourage joined handwriting to support spelling and speed
- Support for pupils with learning and motor difficulties
- Meetings with parents to help them support their child

4. Vocabulary Development:

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

- Active
- Progressive/ systematic
- Making links from known words
- Develop understanding of shades of meaning
- Include 'instruction verbs' used in examinations
- Subject specific- accurate mathematical and scientific words

4.1 Our aims and connected provision:

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Spelling lists/ key words to take home and learn
- Display of key words linked to topics and subjects
- Using the correct vocabulary orally
- In-depth word based lessons looking at patterns
- Using dictionaries, thesaurus and similar programmes
- Using texts to explore vocabulary choices and the effect they have
- Carrying out systematic testing and providing feedback to pupils
- Targeted one to one/ small group support, where appropriate

5 Planning and Assessment:

5.1 Planning:

- Long term overviews can be found online for EFYS; Key Stages One and Two
- Pupils are taught in mixed Year Group Classes and planning shows differentiation by age and/or ability as appropriate
- English is planned for separately to other subjects using the agreed proformas
- Short term planning is flexible allowing for assessment for learning after each session/ group of sessions
- Schemes of work for phonics and grammar and spelling are used to ensure developmental learning, building on prior knowledge
- Pupils are grouped by ability for some sessions/ types of homework/ support
- Pupils vulnerable to underachievement are provided with additional, targeted support as necessary which is established/reviewed on an ongoing basis by the class teacher or as part of Pupil Progress meetings.

5.2 Assessment:

- Staff assess pupils learning during, and as part of every session. They adapt their practice accordingly.
- Formal assessments of Reading Comprehension ability are carried out, tracked and monitored at least termly
- Writing levels are assessed against the expectations outlined in the Hampshire Assessment Model and are tracked at the end of each Phase

- Staff attend moderating sessions provided by the Local Authority or with local schools
 - End of Key Stage Assessments are analysed by the Headteacher and English Co-ordinator and feed into the school SEF, improvement plan and performance management
6. Professional development:
- The English Co-ordinator attends regular training within county and reports back to all staff
 - Staff are expected to attend relevant training as necessary during the school year
 - Moderation takes place in house, within the cluster and with support from the Local Authority
7. Specific groups:
- Analysis of English achievement is carried out at least termly. Pupils who are slow moving or making little or no progress are discussed and plans made
 - Pupils vulnerable to underachievement are provided with additional, targeted support as necessary which is established/reviewed on an ongoing basis by the class teacher or as part of Pupil Progress meetings.
 - Pupils with SEN have English based targets on their Personal learning Plan. These are reviewed termly.

Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Adopted by Curriculum and Standards Committee: January 2016

Review Date: Spring Term 2018