

VISION

To provide a rich and varied learning community where all children reach their potential.

RATIONALE

Teaching the English language is an essential, if not the most essential role of a primary school.

Within the federation 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 constant throughout school life and beyond.

The federation strives for children to be confident, articulate and literate.

We want our children to be able to:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Have an interest in books and read for enjoyment
- Have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms.
- Understand a range of text types and genres - be able to write in a variety of styles and forms appropriate to the situation.
- Be developing the powers of imagination, inventiveness and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.

AIMS

We aim to provide a rich and stimulating language environment where children's abilities are developed within an integrated programme of spoken language, reading & writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught English skills.

The overarching aim for English in the National Curriculum is to promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

All pupils should:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

SPOKEN LANGUAGE

Spoken language underpins the development of reading and writing. The quality and variety of language that the pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

Pupils should develop a capacity to explain their understanding of books and other reading and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Pupils who are in need of extra support in this area benefit from Speech and Language links where appropriate.

READING

Pupils are encouraged to become confident, enthusiastic, critical and independent readers.

The programmes of study for reading at Key Stages 1 and 2 consist of 2 dimensions:
-word reading
-comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

The federation will:

- make reading important. We aim to have a variety of good quality reading material freely available and well displayed throughout the school, and provide a reading environment where reading is seen as informative and as enjoyable. To make available as wide a range as possible of fiction, poetry and non-fiction to stimulate and develop children's reading.
- invest in reading, with regular audits of classroom and library stock, purchasing new material as resources permit. Books will enjoy a high priority in spending decisions.
- enable each child to read at an appropriate level of fluency, accuracy and comprehension, supported by good quality reading resources.

Pupils who are struggling or are falling behind their peers in reading and phonics benefit from extra reading and phonics session delivered on a regular basis.

WRITING

It is important for pupils to develop as independent, enthusiastic and expressive writers, who are able to write in a meaningful way. They should be able to use a range of forms for a variety of purposes and audiences and be confident in their choice of genre and language style for a specific purpose. Pupils should also regard themselves as writers and value their own work and that of others.

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

-transcription (spelling and handwriting)

-composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

SPELLING, VOCABULARY, GRAMMAR & PUNCTUATION

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language'. Teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

HANDWRITING

Pupils should develop an awareness of the importance of clear and neat presentation in order to communicate their meaning effectively. Pupils should develop legible handwriting in both joined up and printed styles. Pupils should be confident to use different forms of handwriting for different purposes.

Please see handwriting policy for further detail.

POLICY INTO PRACTICE

English enjoys a high status in the curriculum and is therefore given appropriate time allocation within our timetables.

Our teaching is:

- Discursive
- Interactive
- Well-paced
- Confident
- Ambitious

The teacher modelling and demonstrating strategies for learning are an important and integral part of the teaching process. Scaffolded activities enable pupils to experience success in their learning and give them the confidence to progress independently.

Collaborative learning is encouraged through work in pairs, small and large groups.

Guided reading and writing activities are supported by the teacher in small group activities.

Independent learning is encouraged through differentiated tasks including independent writing and reading tasks and collaborative talk to support individual writing etc.

Shared text work, word and sentence level work, group and independent activities and a plenary session are all represented.

THE USE OF COMPUTING

ICT is used to support our teaching and to motivate children's learning. The interactive whiteboards are used to support learning in all classrooms for writing information and for sharing texts, pictures, other children's work and video clips. Children are encouraged to make use of video equipment, sound recorders and digital cameras to enhance both written work and presentations.

PLANNING

We plan for progression and continuity in English by:

- Following the statutory programmes of study provided by the National Curriculum.
- Producing weekly literacy plans (following the agreed format of the school) which detail progression across each week. These identify the weekly focus in genre and text; phonic, spelling and grammar objectives and the shared and guided activities which are related to the focus. Independent activities, key questions, success criteria, AFL questions and the focus for the plenary are also identified where appropriate.
- Short term planning is flexible allowing for assessment for learning after each session/ group of sessions.
- Copies of plans are kept in school as a record of the coverage in English in all classes.
- Pupils are taught in mixed Key Stage classes and planning shows differentiation by age and ability.

ASSESSMENT

- Staff assess pupils' learning during and as part of every session- they adapt their practice accordingly.
- We gather evidence for assessment through planned opportunities for observation, pupil consultation, individual reading records, running records, comparing draft and final versions of a piece of writing, work selected for portfolios, self-assessment, formal assessment etc.
- Pupils in Year 2 complete SATs at the end of each year in reading and as of May 2016 Spelling, Punctuation and Grammar.
- Pupils in Year 6 complete SATs in May in Reading and Spelling, Punctuation and grammar.
- The pupils' writing is teacher assessed.
- All pupils' progress is tracked using assessment grids at the end of each half term.
- Parents are kept informed of their child's progress through termly meetings and reports and our open door policy.
- Staff attend moderating sessions within the county including the local cluster. We also moderate across the federation.

INCLUSION

We aim to provide a culture that reflects our distinctive Christian ethos; a culture that ensures an ethos and environment which is a safe, welcoming place. Christian values are practised that centre on the uniqueness of individuals, their worth, potential and the need for inclusion in an accepting cohesive Christian community.

- Work is differentiated to allow learners to experience success at their optimum level and targets a range of learning styles that include visual, auditory kinaesthetic formats.
- Written materials are accessible to all and appropriate use is made of support staff and other adults.
- We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities.
- We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment.
- Gifted pupils will be identified and suitable learning challenges provided.
- We will aim to overcome potential barriers to learning and assessment for individuals and groups of pupils.
- Pupils entitled to Pupil Premium are given additional English support, if required, and this is monitored for effectiveness termly.
- Pupils with EAL are given additional support, if required, in all aspects of English.

SEND PROVISION

Pupils identified as needing extra support in English will be given the appropriate help in the classroom. Providing for pupils with special educational needs should take account of each pupil's particular learning and assessment requirements.

The school's SENCO's are Karen Butler at Grewelthorpe and Georgina Wray Fountains.

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

MARKING

We believe feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions: enabling children to become reflective learners and helping them to close the gap between current and desired performance. Self-marking, peer marking and shared marking is also encouraged.

ROLE OF SUBJECT LEADER

The Subject Leaders for English are Karen Butler Grewelthorpe and Katie Barker Fountains.

The subject leaders have a leading role in the development of federation policy and approach in English and aims to gain the requisite expertise through INSET and research.

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

-Monitoring and evaluating English:-

- pupil progress
- provision of Literacy (including Intervention and Support programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff

-Taking the lead in policy development

-Auditing and supporting colleagues in their CPD

-Purchasing and organising resources

-Keeping up to date with recent English developments

STAFF DEVELOPMENT AND TRAINING

Staff development and training is provided in the following ways:

- Needs audit and planning for professional development.
- School based INSET led by Subject Leader or outside agencies. (Delivery of distance training materials is included in this.)
- Liaison with inspectorate and advisory service.
- Working alongside other teachers or visiting other classrooms as an observer. (Sharing good practice. Supporting NQTs.)

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision. This policy will be reviewed every three years or in the light of changes to legal requirements.

Grewelthorpe & Fountains CE Primary Schools Federation

Policy:	English Policy
Signed Chair of Governors:	
Date Signed:	
Governors Meeting Ratified:	22nd June 2016
Review Date:	Summer 2019
Review schedule	3 yearly