



# Middleton Primary School

## English Policy

**Review Date:**

March 17

# **Middleton Primary School English Policy**

## **March 2015**

**This policy needs to be read alongside other school policies including:**

- **Homework policy**
- **Gifted and talented policy**
- **Special Needs policy**
- **Assessment policy**
- **Marking policy**

**This policy also should be read alongside the new National Curriculum in England (published September 2013) and other documents from the Standards and Testing Agency.**

### **Aims:**

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

**At Middleton 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 must be cross-curricular and a constant throughout school life and beyond.**

**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 a medium for teaching other subjects.**

**We are an inclusive school and 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. We plan teaching opportunities to help those with English as an additional language and those with disabilities outlined in the SEND code of practice.**

### **Spoken Language**

**Throughout the school we aim:**

- To provide a range of situations, audiences and activities that encourage children to develop confidence and competence in speaking and listening.
- To develop children's awareness that different situations require different forms of oral expression.
- To provide children with an understanding of key vocabulary for all curriculum areas e.g. mathematical vocabulary required for problem solving
- To develop the mechanical skills required for effective oral communication,

## **Our aims and connected provision**

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach children the need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. 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
- Class Assemblies
- Class debates
- Book Buddies
- School Council
- Talking partners
- Drama / role play
- PSHE and circle time
- Lunchtime and after school clubs

## **Reading:**

The National Curriculum states that pupils should be taught to read fluently 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'.

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.

### **Our aims and connected provision**

- Pupils learn to read and decode fluently through daily phonics in Key Stage One, regular reading to adults in school, guided reading and reading at home.
- Pupils develop skills in reading for understanding using the Power of Reading scheme. We have adapted this to meet the needs of our pupils. In essence, pupils study a book, related to their half termly topic, where possible. They often study books which are more challenging than those which they might be able to read independently. They will use this book as the basis for reading, writing, speaking and listening tasks.
- Pupils are encouraged to read widely through high quality attractive books in classrooms and the school library.
- Pupils are encouraged to read for pleasure during guided reading, quiet reading time, listening to an adult read and book buddies.
- Pupils discuss books with their peers and teacher during guided reading. They offer and justify opinions and share ideas.
- Children who leave Key Stage 1 below age related expectations in reading will receive support through CODE intervention or extra 1:1 reading sessions.
- Book related events throughout the year (Book Week, Book Swaps) raise the profile of reading

### **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.**

### **Our aims and connected provision**

- **We teach spellings and grammar in discrete lessons but also highlight it in all writing activities**
- **We use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice**
- **We encourage and promote ‘talk for writing’**
- **We provide writing frames to support the structure of writing**
- **We provide time for planning, editing and revising**
- **We mark extended pieces of work in-depth and give children time to respond to marking and make improvements.**
- **We use checklists and success criteria for pupils to self- assess or peer assess**
- **We encourage joined handwriting to support spelling and speed ( Nelson) and provide school and home support for those who struggle with letter formation**
- **We use drama and hot-seating to help pupils to think about another point of view**
- **Spelling lists/ key words taken home and learnt**
- **Display of key words and word banks linked to topics and subjects**

### **Planning /Assessment/Reporting**

- **Medium term plans for every year group has been developed to ensure a progression of skills and enabled literacy to be continuously linked with other subjects**
- **Coverage of the curriculum for groups of children is recorded and discussed at termly pupil progress meetings**

- **Baseline Assessment against the Foundation Stage Profile on entry to Reception to identify children's needs**
- **Schemes of work for phonics and spelling are used to ensure developmental learning building on prior knowledge ( Floppy Phonics/Nelson)**
- **Short term planning is flexible allowing for assessment for learning after each session/ group of sessions**
- **Staff assess pupils learning during and as part of every session and they adapt their practice accordingly**
- **Key Performance Indicators are updated six times a year and assist teachers to identify gaps and modify their teaching for individuals and groups**
- **Year 1 Phonics screening tests are carried out and reported to parents**
- **Children complete 6 independent pieces of writing which are kept as evidence of progress in their CARE BOOKS.**
- **Staff attend writing moderating sessions both within and across Key Stages to ensure standardisation.**
- **End of Key Stage Assessments are analysed by the SMT and feed into the school SEF, development plans and performance management cycles**
- **Reporting to parents is on a termly basis at Parent's evenings and yearly through a written report**

### **Specific groups:**

- **Analysis of English achievement is carried out termly at pupil progress meetings and pupils who are slow moving or making little or no progress are discussed and plans made**
- **Pupils entitled to pupil premium are given additional support and this is monitored for effectiveness termly**
- **Pupils with EAL are given additional support in all aspects of English**
- **Pupils who are gifted and talented receive additional support and may be entered for Level 6 tests at the end of Key Stage Two**
- **Pupils with SEND will be monitored by their class teacher and the SENCO and co-ordinated plans developed to outline provision.**

**Member of Staff responsible – S Hudson**

**Date Policy Updated – 8/3/15**

**Date Approved by Full Governing Body -**

**Date to be reviewed- March 2017**

