

English Policy



2017/18



Aims Of Handsworth Primary School “A School With Great Expectations”

At Handsworth Primary School we aim to provide a safe, caring and stimulating environment, which offers opportunities:-

- For everyone within the school to reach their full potential and develop self worth, self confidence, the ability to take responsibility for their own individual actions and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support children's learning.
- To give children access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment and learning.

Equal opportunities

At Handsworth Primary school we believe that every child is entitled to equal access to a broad and balanced engaging curriculum, regardless of race, gender, class or disability. We positively celebrate diversity and difference.

Inclusion

- We are committed to promoting a learning and teaching environment for all that embeds the values of inclusive educational practices.
- We aim, through a child centred approach, to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

Rationale

Success in English: speaking, listening, reading and writing has a direct impact on progress in all other areas of the school curriculum and it is important in developing children's confidence, motivation and self-esteem in order that children are ready for secondary school education.

Aims

English is integrated in and fundamental to the whole creative curriculum. We offer all children a full and balanced English education as a basis for their learning across all curriculum areas.

Our aim is to inspire all children to develop a love and enthusiasm for reading and writing and to develop the skills which will enable children to realise themselves as independent authors.

Our intention is that the children at Handsworth will develop as fluent, accurate, independent, enthusiastic and reflective readers and writers who are able to communicate orally thoughtfully, clearly and confidently using an extended range of English skills.

Objectives

We aim to encourage all pupils to:-

1. Listen attentively, paying attention to detail, to process the information and respond to speakers' implicit and explicit meanings.
2. Explore, develop and sustain ideas through talk. Speak confidently with intonation, clear diction, accurate grammar and style with regard for their audience, building on others' suggestions and responses.
3. Read fluently with good comprehension, which is reflected in appropriate expression and intonation, from a wide variety of text at their own level for pleasure, relaxation, and investigation. Understand and interpret texts by retrieving, deducing, identifying and explaining the writers' use of syntax, context, vocabulary use and literary features.
4. Develop their skills, imagination and personal expression through a range of writing tasks using clear, concise language with accurate punctuation and grammar, in a style appropriate for the purposes.
5. Make progress along the continuum to become a competent speller using a range of strategies.
6. Using neat legible joined handwriting in the cursive style.
7. Make fair critical responses about their own language work, that of their peers and a variety of published authors.

Teaching and Learning Styles

At Handsworth we use a wide variety of teaching and learning methods to cater for the varied learning styles of all children. In daily English lessons children participate in a range of activities which demonstrate, scaffold, support and enable children to practice skills required by the New National Curriculum. During English lessons children may participate in whole-class teaching and reading, small group focussed activities and independent work, followed by editing and improving and/or sharing and evaluating their own and the work of their peers. All children have the opportunity to experience a wide range of texts and other supporting resources. Children use Computing in lessons to research, draft and present work. Children use and apply their learning to other areas of the curriculum.

Differentiation, More Able Children and Additional Educational Needs

Work is differentiated as there are children of differing ability in all classes. Appropriate learning opportunities are provided to match tasks to the ability of the children. This can be achieved by differentiated work, scaffolded work and small group work, including the support of teaching assistants.

Teachers provide learning opportunities to match the needs of all children, including children with special needs. Help with literacy and communication might be via using simplified text that children can read and understand; using written materials in alternate formats; using ICT and other aids; using signs and symbols; using amanuensis.

English Curriculum Organisation

The minimum time allocation for English is 5 hours per week.

Additional time within the curriculum timetable is allocated by the class teacher for:

- spelling (phonics work, learning/practising spelling rules and undertaking regular weekly spelling practice and tests)
- handwriting
- Group reading
- sustained silent reading
- extended writing
- teacher reading to the class – minimum 4 sessions week.

English Curriculum Content

Components of English teaching and learning are:

- Speaking and Listening - for a wide range of purposes in different contexts.
- Reading and Writing - for a wide range of purposes on paper and on screen

These aspects are covered New National Curriculum Requirements (statutory and non-statutory).

For each Phase group these components show year-on-year progression.

The components are:

Speaking

- Speak competently and creatively for different purposes and audiences, reflecting on impact and response
- Explore, develop and sustain ideas through talk

Listening and responding

- Understand, recall and respond to speakers' implicit and explicit meanings
- Explain and comment on speakers' use of language, including vocabulary, grammar and non-verbal features

Group discussion and interaction

- Take different roles in groups to develop thinking and complete tasks
- Participate in conversations, making appropriate contributions building on others' suggestions and responses

Drama

- Use dramatic techniques, including work in role, to explore ideas and texts
- Create, share and evaluate ideas and understanding through drama

Word recognition: decoding (reading) and encoding (spelling)

- Read fluently and automatically by using phonic knowledge of grapheme-phoneme correspondences and the skills of blending as their prime approach for decoding unfamiliar words, and thereby build up a store of words that are instantly recognised and understood on sight
- segment words into their constituent phonemes and understand that spelling is the reverse of blending phonemes into words for reading.

Word structure and spelling

- Learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading
- Spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and also morphological knowledge and etymological information
- Use a range of approaches to learn and spell irregular words

Understanding and interpreting texts

- Retrieve, select and describe information, events or ideas
- Deduce, infer and interpret information, events or ideas
- Use syntax, context, word structures and origins to develop their understanding of word meanings
- Identify and comment on the structure and organisation of texts
- Explain and comment on writers' use of language, including vocabulary, grammatical and literary features

Engaging with and responding to texts

- Read independently for purpose, pleasure and learning
- Respond imaginatively, using different strategies to engage with texts
- Evaluate writers' purposes and viewpoints, and the overall effect of the text on the reader

Creating and shaping texts

- Write independently and creatively for purpose, pleasure and learning
- Use and adapt a range of forms, suited to different purposes and readers
- Make stylistic choices, including vocabulary, literary features and viewpoints or voice

Text structure and organisation

- Organise ideas into a coherent structure including layout, sections and paragraphs
- Write cohesive paragraphs linking sentences within and between them

Sentence structure and punctuation

- Vary and adapt sentence structure for meaning and effect
- Use a range of punctuation correctly to support meaning and emphasis
- Convey meaning through grammatically accurate and correctly punctuated sentences

Grammar

- Learn the grammatical vocabulary required for the year group
- Be aware of when a grammar feature has been used.
- Use grammar features learnt in own written work

Presentation

- Develop a clear and fluent joined handwriting style
- Vary handwriting for the purpose: quick/fluid for notes and printed for annotations.

- Use keyboard skills and Computing tools confidently to compose and present work

English Curriculum Content

Reading

The Scheme of Work for English gives suggested text types and genres to be studied in each year group to ensure broad and balanced coverage of fiction, non-fiction, poetry and play-scripts for each year group and the primary English curriculum as a whole.

The scheme of work includes books from the CLPE Power of Reading Project across both Key Stages to further support children's love of reading through the use of high quality, thought-provoking and inspiring texts.

The teaching of reading will include:

- Whole class shared reading within the daily English lesson where all children have access to a common text (in the form of visualiser, pupil book, class sets of CLPE or other texts, interactive ICT text, etc.) which is read, interpreted, responded to and analysed
- Group reading where a group of around six children of similar reading ability read, discuss and respond to a text with teacher input
- Personal sustained silent reading with associated follow-up to ensure active participation (for example a book review sheet)
- Classroom reading corner with age appropriate books in a range of genres.
- Paired/group reading and discussion of reading between children within the class.
- Buddy reading between year groups.
- One-to-one reading between child and teaching assistant.
- Reading mentors (supportive adult volunteers) who foster a love of reading.
- Reading by the class teacher of a class novel.
- Weekly access to the school library to borrow or browse books.
- Age appropriate home school reading books changed weekly.

Writing

The children's writing will reflect the wide variety of text types and genres which they are reading. The children will be taught the specific features of different types of writing.

The teaching of writing will include:

- Whole class shared writing within the daily English lesson where the writing process is discussed and modelled by the teacher with class input and interactive involvement
- Whole class consideration of other children's writing of a similar type within the daily English lesson to illustrate what is required
- Guided writing where a group of around six children of similar writing ability work on a writing task with teacher input
- Paired/group writing between children including 'response partners'
- Independent writing including planning, drafting, self-evaluation, revising, editing.
- At least twice a term producing a published piece of writing, for example in the form of a collaborative book, booklet or poster
- Opportunities to produce interactive writing using ICT software resources e.g. 2-Create or PowerPoint.
- Big Writing throughout the school at once per month with celebration of achievements with certificates in assembly and displays of best work in class/corridor/hall/entrance.
- Note taking

Spelling

At Handsworth, spelling is taught using the Read, Write Inc. Programme.

In the Foundation Stage and at Key Stage 1 spellings are from the Read, Write Inc. Phonics Programme.

At Key Stage 2 spelling objectives are covered in a weekly spelling lesson outside the daily English lesson. A list of spellings reflecting the spelling rule studied in class are sent home with the children and learnt for a weekly spelling test

At Key Stage 2 spellings are based on the no nonsense spelling programme which links to the 2014 curriculum. At Lower Key Stage 1 spellings build on Key Stage 1 phonic knowledge.

Handwriting

The school policy is to use the Penpals for Handwriting scheme. (Sassoon font)

Children learn correct letter formation and begin to join their letters in KS1. All children are taught and encouraged to start to join in year 1 (Summer Term), with most joining in by the end of the year. Handwriting is specifically taught and practised weekly outside the daily English lesson in KS1 and KS2.

Pencil or handwriting pen may be used for written work in English as considered appropriate by the class teacher. Children will usually make the transition from pencil to handwriting pen in Year 4 or Year 5. Currently children whose handwriting is controlled and consistent are given a 'Pen Licence' from Year 4 onwards. They will then be given a handwriting pen to use. If a pupil has not earned a pen licence in Year four by the end of the Spring term, then handwriting intervention needs to be in place to support that pupil.

English in other Curriculum Areas

The skills that children develop in English are linked to all subject areas and are planned for in our Creative English Overview planning.

Maths: Children read and interpret 'real life' word problems in order to identify the mathematics involved. Children explain their work to others orally and in writing, communicating clearly using precise mathematical vocabulary.

Computing: Children use and apply their English skills in computing. KS1 children use computing as an information source and as a way of presenting their work. KS2 children use the internet to research topics in English and in other subjects. Children use different software to plan, proof and present their work as appropriate.

Science: Children talk about aspects of science that affects their daily lives; plan different types of scientific enquiry; read about, research and discuss areas of scientific study; record observations, outcomes and conclusions in oral and written forms, including displays and other presentation.

History: Children ask perceptive questions, think critically, weigh evidence, sift arguments and develop their perspective and judgement. Discussion and research helps children understand connections between different contexts. Children often, but not exclusively, record their work in written form.

Geography: Children use their knowledge of information texts to use atlases and research the local area and beyond. Children understand and describe geographical similarities and

differences between human and physical features around the world and how people's lives vary.

Big Write: Will take place once a half term, the English Team will decide subject area/genre to ensure writing standards across the curriculum stay consistent.

Resources

Each class has resources to support all aspects of the English Curriculum. Examples are a range of English Programmes, including Collins, Ginn, CLPE, Hamilton Trust and Read, Write Inc.

Also all classes have a library of reading books (fiction, poetry and non-fiction), anthologies, dictionaries and thesauruses.

Outside the class are a range of Guided Reading sets, home-reading books, supplementary materials to support spelling and grammar, DVDs, I-pads and lap-tops (including internet access). The school library is available to children in lesson time and at lunch-time.

Assessment and Recording

Daily on-going assessment is made by teachers and teaching assistants.

Formative marking encourages children to revisit work and improve specific aspects.

Formal tests in reading, writing, spelling and grammar are given each term during assessment week.

Each term, teacher assessment and formal test results are recorded to show children's progress over time.

Writing is assessed over time using a wide range of genre and work from curriculum areas other than English to ensure skills are transferred to all subject areas.

Targets in Reading and Writing are given to every child each term, following assessment week. These targets are found both in the class exercise books and in the Home-School Diary.

Monitoring and Review

The English subject leader and team monitor the standards of the children's work with regular book-scrutiny sessions, (ensuring that the work is of a good quality, quantity and covers a range of genres) and that the marking is formative, (allowing children to revisit and improve aspects of their work) as well as well-presented.

The SLT review the assessment data and teacher assessments on a termly basis to ascertain all children are making good progress and to make sure support or extension is provided where necessary.

The Governors meet with the SLT and the English subject leader to review progress.

Schemes of Work

English is compliant with the objectives of the New Primary Curriculum.

An overview of is published on our website.

A Green, S Nadeem, & M Oakley
September 2017

(To be reviewed September 2018)