



English Policy

St Anne's Fulshaw CE Primary School
ENGLISH POLICY

PHILOSOPHY

This policy for English recognises the vital importance of language in enabling children to access the whole curriculum.

We support the approach of the National Literacy Strategy and revised framework in developing oral skills, grammar, spelling, reading and writing.

We believe that the rapid acquisition of phonic understanding at the Foundation Stage is an essential precursor to developing literacy.

We believe that teaching literacy through other subject areas is key to the children's learning and understanding of the different genres of reading and writing.

By the end of KS2 we expect basic skills in Literacy to be secure and that most children will achieve Level 4 or above in English.

AIMS

- read with confidence, fluency, understanding and enjoyment across a wide range of genres
- write in a fluent, legible and joined style
- listen attentively and respectfully
- speak clearly and purposefully
- plan, draft, revise and edit their own writing
- write accurately on screen

EQUAL OPPORTUNITIES

All pupils must have equal opportunities to reach their full potential across the English language curriculum regardless of race, gender, cultural background, ability or any sensory or physical disability.

Class rooms are managed taking account of these issues and curriculum materials which are not biased will be used.

SPECIAL NEEDS

Early identification of children with special needs is essential to ensure these children maximise their potential.

A full range of intervention programmes is in place to support children's developing literacy. These include;

- * Talking partners
- * ELS
- * CARP and FFT
- * FLS

For full details see special needs policy.

SUBJECT DEVELOPMENT

It is the responsibility of the subject leader to keep up to date with developments and issues in English education and to advise and inform colleagues as necessary. The subject leader will attend appropriate inset and feedback to staff. They will also identify suitable courses for other members of staff.

As appropriate, the subject leader will investigate and arrange visits from authors, theatre companies and other specialists in consultation with the head teacher.

RESOURCES

The subject leader is responsible for the management of the school library resources, guided reading books and the individual reading scheme.

Books are colour coded according to the book banding scheme.
(see appendix 1)

A selection of reference and resource books are kept in the staffroom and in individual classrooms.

ICT

All pupils have regular and routine access to PCs developing word processing skills and editing and publishing in line with the requirements of the National Curriculum.

They use interactive whiteboards, internet, digital cameras, TV and film resources as well as a wide range of other programmes to develop their literacy skills.

Cassette recorders and listening areas are available in Foundation stage and KS1 to support children's learning.

MONITORING

The subject leader is responsible for development and evaluation of the English curriculum to ensure a coherent literacy strategy for our school.

This includes

- helping teachers with planning
- reviewing and updating policy as necessary
- observation of lessons and feedback
- analysing results of assessments to identify whole school strengths and weaknesses

ASSESSMENT

Assessment for learning takes place routinely within the class setting. Children are aware of their targets for English and these are reviewed termly.

Spelling is assessed weekly in KS1 and KS2, and using the SWST twice yearly.

Reading is assessed by means of PM benchmarking each term in KS1, and Year 3, as required.

Years 1-6 are assessed each term, using past SATS or optional SATS papers papers and through ongoing assessment as part of Guided Reading sessions.

Writing is levelled and moderated each term, usually one short and one longer piece, usually one fiction and one non-fiction piece.

The subject leader keeps a sample at a range of levels, usually across the borders between levels, eg 2a/3c to ensure effective moderation.

Test data is analysed to identify individual, class or whole school weaknesses and to measure progress over the long term, and is routinely shared with all staff.

(Dec. 2006)

POLICY FOR SPEAKING AND LISTENING

Aims;

- to listen attentively and respectfully
- to speak clearly, confidently and purposefully

Teachers give children a variety of contexts and situations in which to build up their oracy skills, powers of concentration, and develop their confidence as they progress through the key stages.

These include;

- listening to and telling stories
- shared and group reading
- performance poetry
- music
- drama
- conversation and discussion
- use of Kagan structures for discussion and learning
- show and tell
- visiting speakers
- visiting theatre groups
- visits to theatres
- participation in assemblies and church services
- radio, tv and video programmes
- participation in class and whole school productions
- formal debate
- participation in school council, eco committees and other forums
- creative partnership projects where funding permits

Each child at KS2 is required to make a short presentation each year to their class and to answer questions raised.

POLICY FOR READING

Aims;

- to read with enjoyment
- to be interested in books
- to evaluate and justify their preferences
- to develop powers of imagination, inventiveness and critical awareness

In order for children to become successful independent readers, they need to develop a range of skills and knowledge

- recognition of graphemes
- knowledge of phonemes used in English
- ability to make links between stories and illustrations
- familiarity with syntax of English
- familiarity with different genres
- good comprehension of a rich vocabulary
- visual memory
- auditory memory

Reading is taught through the interaction of the following four aspects;
Rapid acquisition of phonic understanding, developing an understanding of context, word recognition and grammatical knowledge.

It is specifically taught through

the use of the Jolly Phonics programme in the Foundation Stage and Y1.

Use of Firm Foundations packs to support the development of early literacy skills in Foundation stage

A whole school approach to phonics and word level work

Taking a library book home to share with family for a week in Classes 1 and 2.

Formal literacy lessons including shared and guided reading and word level work.

Independent reading practice at school and at home

Cross curricular work, particularly with reference to the development of their skills at skimming and scanning and note-taking.

Reading books are banded and extend from the early stages of reading to a reading age of 12+. The books include a wide range of genres in both fiction and non-fiction. Extensive and effective use of made of the Education Library Service to supplement provision in school, and to support cross curricular learning.

Each class has a period of time each day or each week for sharing a story for pleasure.

We encourage parents and grandparents, especially men, to encourage the development of male role models as readers every term.

Book buddies; after half term in the Autumn term, children from Class 1 are paired up with a child from Year 4 as a book buddy. Time is then found for the children to share a book together and other projects are developed to support this link, including writing stories for different audiences. This relationship can then continue throughout the child's time in KS1.

POLICY FOR WRITING

Aims;

- to write with confidence, fluency, understanding and enthusiasm
- to plan, draft, revise and edit their own writing

Writing is taught within every class either in a cross curricular way, or specifically, at text, sentence and word level, or in differentiated phonics groups, by means of

- whole class teaching including focused analysis of written text and modelling
- group work including mind mapping, planning and discussion
- paired work, including short whiteboard tasks, as well as collaborative story writing
- independent work

Cross curricular links are made whenever possible, to give context, purpose and enhanced meaning to the writing.

Texts are chosen with care to ensure that they appeal to all children and will stimulate interesting writing, generally supporting a week's planning in Foundation Stage, and 2-3 weeks work in KS1/KS2.

Book making is an integral part of the teaching of writing and each child will generally make at least one book per term, as well as contributing to whole class anthologies and publications.

POLICY FOR SPELLING

Aims; to help children to

- spell words correctly in the course of their writing
- build on the knowledge of spelling patterns
- build up their own word bank through the use of word books and dictionaries
- develop an awareness of the common rules of spelling

Spelling is taught through differentiated grouping of the children across the whole school, following the phases of Letters and sounds, supplemented by Support for Spelling.

Children are expected to be using a word book to support some of their writing by the end of the Foundation Stage. This word book continues to be used as their personal dictionary in Key Stage 1 and Lower KS2. Older children make their own dictionary in which they are expected to write any misspelt words from their written work.

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