



Crawford Village
Primary School & Nursery

Small enough to care...big enough to inspire

English Policy

Introduction

This document is a statement of the aims, principles and strategies for English at Crawford Village Primary School.

At Crawford Village we believe that every pupil is entitled to a broad, balanced and relevant curriculum that takes into account the requirement of the National Curriculum and any other guidance documents. We believe that the fundamental functions of language as a means of expressing feelings, establishing contact with others and bringing about desired responses, are crucial in underpinning life skills and all aspects of the curriculum. We therefore believe that all aspects of language need to be developed in as many different ways as possible in order to help children achieve a confident, fluent and appropriate use of language.

Aims

Our aims are to enable children to:

- Read with enjoyment and understand for a variety of purposes.
- Write for different purposes in an appropriate style using spelling, punctuation and syntax accurately and confidently.
- Communicate effectively.
- Develop accurate listening skills.

Key Principles

Each child will participate in:

- A daily English lesson incorporating text, sentence and/or word work.
- Individual, paired or group reading sessions appropriate to their age.
- Cursive handwriting practice.
- Planned phonics work in KS1, and where appropriate, spelling support programs in KS2.
- Regular sustained writing sessions.
- Cross-curricular English activities.

We have implemented the statutory requirements for reading, speaking and listening and writing by following the basis provided by the National Curriculum.

Rationale for the Teaching and Learning of Reading

Reading requires the reader to make use of a number of skills:

- Phonological – being able to equate a letter or letters with a sound.
- Syntactical – understanding of grammar and word order.
- Semantic – an understanding of the meaning being conveyed.

The development of these skills begins in the Early Years when children are introduced to early phonic work, using Letters and Sounds, and builds on their knowledge of stories, rhymes and poems. From Reception and throughout KS1, phonics is taught in streamed groups for 20 minutes every day outside of the English lesson. Children are assessed regularly and moved on according to their ability. In KS2, any children who haven't met expected levels will be targeted with relevant intervention programmes.

In KS2, children take part in guided reading sessions. During these lessons, children take part in guided and independent activities. We have also subscribed to the use of Purple Mash which has online reading activities. We make use of a number of reading schemes such as Oxford Reading Tree, Treetops, Songbirds and Rising Starts Reading Planets.

We recognise the importance of the home school partnership when children are learning to read and as such, children are encouraged to take their reading books home from the outset.

In both key stages, children's reading is listened to on a one to one basis or during guided reading sessions with their class teacher and teaching assistants. This will provide opportunity to develop their ability to think about their reading, reflect on more demanding texts, develop and articulate their own preferences, and develop the language with which to do this. We are fortunate to have a number of regular 'parent helpers' who listen to children read in both key stages on a weekly 1-1 basis.

Children in the Foundation Stage are working towards achieving the Early Learning Goals. They experience a language-rich curriculum in which they are encouraged to explore the use of language through role-play, stories, rhymes and other activities. Children in Year 1 continue to have access to play opportunities to enhance their use of, and familiarity with, appropriate language.

Rationale for the Teaching and Learning of Speaking and Listening

Speaking and listening are vital skills for children to acquire and are fundamental to their language development. Children are taught to speak confidently and to adapt their speech to different situations. They are given the opportunity for their language to develop alongside their progress in reading and writing. They will also be given the opportunity to develop into careful and responsive listeners.

Work is planned within the context of the National Curriculum covering areas of:

- Speaking
- Listening
- Group discussion and interaction
- Drama

As well as class discussions, children will work in pairs and small groups requiring them to contribute and adapt their speech in a range of contexts as well as listening to, remembering, and responding to each other.

Throughout the school, role play activities are used to build on experiences and foster development through real and imaginary situations.

In EYFS, there is a weekly 'show and tell' session where children are encouraged to bring items from home to talk about with their peers. They also take home the class teddy on a weekly rota over the weekend, presenting their time together at the start of each week to their peers.

Rationale for the Teaching and Learning of Writing

Writing will reflect the wide range outlined in the National Curriculum, with text, sentence and word skills being covered in shared, guided and independent teaching sessions.

Talk for writing is a key approach at Crawford Village. Oral story-telling enables children to re-tell known stories with a series of actions for key words and key connectives before they are asked to record formally. Writing, modelled by the teacher, is a key feature of writing sessions, followed when appropriate by supported writing.

In Key Stage 1, children are shown the importance and value of communicating thought through writing and are helped to develop accurate spelling and punctuation.

In Key Stage 2, there is a progressive emphasis on the skills of planning, drafting, revising, proof reading and the presentation of writing.

Children are given developmentally-appropriate opportunities to write for sustained periods of time on a weekly basis. Teaching across the curriculum will also provide opportunities for children to apply their writing skills in other subject areas.

Spelling

A whole school spelling guidance document reflects the National Curriculum 2014 spelling lists for children from Reception to Year 6.

Key Stage 1 children practise high frequency word lists and spelling pattern lists set out in the letters and sounds guidance.

In Key Stage 2, spelling strategies are developed through a range of activities linked to the new National Curriculum. Through investigation, interactive activities and the 'look, say, cover, write, check' strategy children will learn spelling rules, word definitions and how to use these words in sentences. Children are set in spelling groups according to their stage of learning.

EAL

Support for children who have English as an additional language can be provided in a variety of ways. There is access to targeted support across the key stages in response to need. Speaking and listening activities can be used to promote clear language acquisition through role-play. Shared stories and the use of language to describe everyday activities is always encouraged.

SEND

Children with additional educational needs receive extra support in English lessons from teachers and teaching assistants. In KS1, children identified as needing additional support will follow focussed intervention programmes based on phonics activities and 1:1 reading. Children identified as needing additional support in KS2 will receive extra support outside of the English lesson focusing on reading and writing skills such as phonics, sentence structure and reading comprehension.

Homework

All children are encouraged to take their reading book home regularly and read to their parents or to read independently. Home reading books are located in the corridor area outside classrooms, so that they can be selected by the children from a book banded range at an appropriate level for the individual child. Children in upper KS2 who have completed the reading scheme, are encouraged with a 'free choice' of books from the classroom library. They are also allowed to bring suitable books from home to read where appropriate. All children, from EYFS onwards, have weekly spelling lists with words to recognise, read and learn how to spell. Children in KS2 also have activities to complete using the words on their weekly lists.

Specific spelling investigation tasks are set for homework so that children are not merely learning a list of words in rote.

Excellence in English

This is celebrated with:

- The display of handwritten and word-processed work
- Work being read aloud to the class
- The publication of work in the form of individual books and class anthologies
- Work being celebrated in Praise Assembly
- Presentations to other classes

Planning

Long Term Planning

Planning for English in EYFS follows 'Development Matters in the Early Years Foundation Stage.'

In Years 1 to 3, planning for English follows the new Lancashire Creative Curriculum.

In Years 4 to 6, high quality texts are the starting point of long-term planning. In both Key Stages, teaching activities give pupils the opportunity to write at length in a range of genres with reference to the Lancashire guidelines for genre coverage. Writing tasks are grounded in 'real-life' contexts.

Personalised Planning

Personalised planning ensures that:

- There are achievable objectives for all children
- Work is matched to children's abilities and experiences
- Work is differentiated by task(s) or outcome
- There is progression and continuity related to the previous learning and not the previous teaching
- There is balanced coverage of the framework throughout the year
- Children are appropriately grouped for collaborative activities, or independent work.

Assessment and Record Keeping

Ongoing Assessment for Learning will always be an integral part of good practice. See Assessment policy for further details.

Formative Assessments

- Work produced in lessons is assessed in line with the school's marking policy and in most cases is used to provide instant feedback.
- Reading is assessed through Guided Reading sessions using Lancashire Key Learning Indicators of Performance.
- Writing is assessed using Lancashire Key Learning Indicators of Performance.

Formal Summative Assessment

This will include:

- End of key stage SATs tests
- Termly Teacher assessments
- Lancashire Reading and Writing assessment formats.

Resources

These include:

- Class reading corners
- Interactive texts
- Selection of 'big books'
- DVDs and phonics resources

Classrooms

Resources can include:

- set of dictionaries and thesauri
- free reading books
- big books

Computing Resources

Pupils should be given opportunities to apply and develop their ICT capability through the use of Computing resources to support their learning. ICT helps pupils in literacy by enabling them to communicate, edit, annotate and arrange text quickly and flexibly. ICT can be integrated with speaking, listening, reading and writing. It enhances interactive teaching and learning styles and provides many opportunities for creativity. It also extends pupils' ability to exercise choice, work independently and make connections between their work in English and in other subjects.

Equal Opportunities

We value each child as a unique individual. We will strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion (see Equality Policy).

Parental Involvement

Parents have a vital role to play in the development of their children as readers. Children are encouraged to take their school reading books home to read and share with their parents. Parents' evenings allow parents to discuss reading strategies and helping children to read at home. Phonics guidance booklets are sent out to all new starters in the term before they start school. Information regarding how to develop children's comprehension skills is freely available on request.

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