



BLETCHINGDON PAROCHIAL C of E (V.A) PRIMARY SCHOOL

“Learn to Believe – Aspire to Achieve”

At Bletchington Parochial CE (VA) Primary School we believe that everyone will reach their true potential. Through supportive, yet challenging teaching, we inspire our children to learn.”

Love honesty courage respect unity

English Policy

Policy Statement

This policy reflects the school’s aims and objectives in relation to the teaching and learning of English. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the Early Years Foundation Stage framework and the 2014 National Curriculum. These set out the rationale for teaching each area of the English Curriculum and specify the skills that will be developed for the majority of pupils in each year group. This document is the outcome of consultation and review undertaken by the Literacy subject leaders with the staff.

At Bletchington CE Primary School we are concerned with the development of the whole child. The ability to communicate effectively leads to self-confidence and a healthy self-esteem.

Aims

We aim to encourage all pupils to:

- *be competent in the arts of speaking and listening, making formal presentations, demonstrating to each other and participating in debate*
- *use language to create, adapt and sustain different roles through drama;*
- *use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas*
- *develop their cognitive 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 purpose;*
- *make progress to becoming a correct speller, drawing on their understanding of morphology (root words, suffixes and prefixes) and etymology (a word’s history and how its form and history have changed);*
- *use neat legible joined handwriting;*
- *read easily, fluently and with good understanding; looking for meaning beyond the literal;*
- *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*
- *make fair critical responses about their own literacy work, that of their peers and that of popular authors and poets;*
- *reach their full potential by extending their work in each of the above areas of the curriculum.*

The above aims are consistent with our school's aims and take account of the Early Years Foundation Stage Framework, the National Curriculum 2014 Programmes of Study and End of Key Stage level descriptions.

Teaching

A range of teaching approaches are used in school:

In the Foundation Stage, teaching can be either individual, small group or whole class. In addition, the children learn through directed and self-initiated play.

In KS1 and KS2 teaching can be individual, small group or whole class depending on the area of study. Guided and Individual Reading sessions take place outside the Literacy session at a time suited to each class's timetable.

Phonic work is taught throughout the Foundation Stage and KS1 and used to support in KS2 where appropriate.

This structure is a guideline / frame only. Classroom practitioners may adapt the framework to suit the demands of the particular teaching focus, especially when engaging in cross curricular tasks and / or extended writing.

Foundation Stage

Teachers in the Foundation Stage follow the *Communication and Language strand and Literacy strand of the Early Years Foundation Stage (EYFS) Framework 2013*.

By the end of the Foundation Stage children should:

- listen attentively in a range of situations.
- listen to stories, anticipate key events and respond with relevant comments, questions or actions.
- give attention to what other say and respond appropriately, while engaged in another activity.
- follow instructions involving several ideas or actions.
- answer 'how' and 'why' questions about their experiences and in response to stories or events.
- express themselves effectively, showing awareness of the listeners' needs.
- use past, present and future forms accurately when talking about events.
- develop their own narratives and explanations by connecting ideas or events.
- read and understand simple sentences.
- use phonic knowledge to decode regular words and read them aloud accurately.
- read some common irregular words.
- demonstrate understanding when talking with others about what they have read.
- use phonic knowledge to write words in ways which match their spoken sounds.
- write some irregular common words.
- write simple sentences which can be read by themselves and others.
- spell some words correctly and other in a phonetically plausible way.

Primary English Curriculum (for KS1 and KS2)

The new English programme of study (2014) is based on 4 areas:

- spoken language
- reading – word reading and comprehension
- writing – transcription, spelling, handwriting, presentation and composition

- spelling, grammar, punctuation and glossary

The new National Curriculum is divided into 3 Key stages:- Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The new National curriculum 2014, gives detailed guidance of what should be taught at each Key stage under the following headings:

Planning

It is the responsibility of the class teacher to plan work for their pupils in the year group(s) that they teach.

Planning is based on:

- EYFS Framework (for those pupils still working towards these goals)
- National Curriculum
- Exemplified year group planning units available electronically
- A range of other resources

Medium term plans are prepared for the beginning of each half term, short term planning is done weekly and identifies very specifically the learning objectives, teaching assistant deployment, whole class teaching, pupil activities, groupings and differentiation. It also states which texts are being used.

Literacy is taught both as a discrete subject and cross curricular. Guided and Individual Reading are usually taught outside the normal Literacy lesson. Teachers and Teaching Assistants work together to plan work for intervention groups.

Literacy is at the heart of curriculum planning and where possible curriculum links are made to other subject area as a stimulus for speaking, listening, reading and writing. All curriculum areas will involve some aspects of Literacy.

Assessment and Record Keeping

Effective assessment involving careful observation, analysis and review by practitioners of each child's knowledge, skills and understanding is used in order to track their progress and make informed decisions about planning for the next steps of learning. Effective 'Assessment for Learning' is in place across the school (see marking policy)

- assessment is on a continuous basis, taking into account the children's work throughout the year.
- work is monitored by the class teacher, Literacy Subject Leaders and Headteacher to assist in planning for future work to meet the needs of the children
- a moderation of the work of high, medium and low and SEND and G&T groups is carried out across the school three times yearly. This is discussed at Senior Leadership Team meetings and used to inform the school improvement plan
- summative assessment records are passed to the Literacy Subject Leader and Headteacher for information and analysis.
- Phonic assessment activities are used.
- Q.C.A. (or similar) test materials will be used to monitor the school's progress. As well as the end of Key Stage testing the school currently uses the Year 3, 4 and 5 optional SATs materials.
- staff have received training on the use of miscue analysis/running records which are used within to assess the needs of pupils who have been identified as needing additional support in reading.

- Baseline assessing upon entering Reception is implemented during the first three weeks of the autumn term, and again in Year 1.
- half termly writing assessments are carried out; these are followed by individual pupil target setting with pupils. Targets are shared with parents.
- subject Leaders discuss Literacy with classes of children at the end of every term, as part of the monitoring trail.

Homework

All pupils are expected to read with an adult 5 out of 7 days a week. The school introduced a 3,2,1 Reading Challenge in the summer 2016 – the children must read three times independently and we ask that parents read with their child on two further occasions. This is to encourage book talk and higher order thinking. The five reading sessions must be within one week and signed by an adult. Pupils in KS2 may sign their own diaries but they must be signed by an adult at least once a week.

Children in years 1 – 6 are expected to have their reading diaries in school on a daily basis. These will be checked daily by the class teacher / TA.

Children may have tasks related to their reading. Each week children have phonics / spellings to learn and may have additional literacy homework (this may be cross curricular).

Evaluation

The Literacy Subject Leader will:

- review and revise the school policy and classroom practice
- advise planning
- consult with individual staff
- consult with children

Special Needs

Some pupils experience learning difficulties, which affect their progress in Literacy. Class teachers are responsible for identifying any difficulties, so that through early intervention these pupils can be helped. Where pupils are shown to be experiencing difficulties and under-achieving over a period of time, class teachers monitor problems closely. Parents are consulted and, if possible, support given with advice on reading at home and learning key words etc.

Children with special educational needs should have full access to the Literacy curriculum.

For children with a Education Healthcare Plan (EHCP), staff need to consider provision and classroom support for Literacy activities.

Within the framework of the National Curriculum, children of all ages and abilities are catered for.

Gifted and Talented

Pupils considered to be Gifted and Talented in Literacy have their own Individual Education Plan / Pupil Profile which sets out areas of challenge. These are shared with parents and are reviewed three times annually. Teachers' planning is differentiated and provides challenge for more able children. Having determined the children's needs, by monitoring and assessing their work, we plan for differentiation, varying our expectations and outcomes with the abilities of the children, thus ensuring steady progress is made. Activities are structured to ensure success for all children, allowing more able children to undertake work of a more challenging nature where appropriate.

Equal Opportunities

At Bletchingdon CE Primary School, we are committed to equality of opportunity.

All pupils will have equal opportunity to reach their full potential across the English Curriculum regardless of their race, gender, cultural background, ability or any physical or sensory disability. Equality of opportunity is essential in this curriculum area as it provides pupils with access to other curriculum areas in the primary years and in the future.

Resources

A range of teaching and learning resources are kept within classrooms, as well as in the PPA room upstairs.

Library resources are available to all staff and pupils to use in cross-curricular work. KS1 and KS2 pupils are given the opportunity to practise library skills through weekly lunchtime sessions (supported by a parent). Pupils in KS2 also benefit from fortnightly weekly visits to the school library and library bus. Other library lessons may take place in school on an ad hoc basis because the library space is usually timetabled for withdrawal group teaching.

Role of Subject Leader

The English Subject Leaders are responsible for the development and monitoring of the Literacy curriculum to ensure a coherent literacy strategy for our school. They can help teachers with their planning and are responsible for developing the school's policy.

The Subject Leaders will assist teachers by leading staff meetings, planning and leading INSET activities, providing consultancy and advice, and by supporting them in the classroom. The Subject Leaders are responsible for implementing changes required by the New National Curriculum and will attend training courses in respect of its implementation. The knowledge and skills gained on these courses will be imparted to colleagues through regular staff meetings and on INSET days. The Subject Leaders also ensure that all staff access the relevant CPD.

The Head teacher / Subject Leaders will scrutinise planning, Literacy work, reading records and assessments. They will also gather the views of children in termly discussions.

Role of the Governing Body

To ensure the implementation of the Early Years Foundation Stage Framework and the National Curriculum and to review the policy bi-annually.

Policy Review

This policy was written by the Literacy Subject Leader in consultation with staff.

Reviewed September 2016

It is due for review during Autumn 2018.

Signed Head teacher

Signed Chair of Raising Standards Committee

Date