

# English Policy Christ Church C of E Primary January 2015



At Christ Church C of E Primary School, we recognise the central importance of English as a medium of thought, learning and expression across the curriculum and also as a subject in its own right. We believe that children need to develop their use of language in order to learn and to play a full and active role as individuals within society. English is therefore given a high priority in school and is taught daily in every class using guidance from the Primary and EYFS curriculums.

## **At Christ Church C of E Primary school we believe that English is:**

- What children 'do' with language whenever they speak, listen, read and write;
- About grasping the code, learning to recognise and use the structures and pattern of spoken and written English, with increasing confidence and competence;
- About each child's increasing knowledge of what language is and how it is used;
- Most importantly, about each child's growing ability to construct and convey meaning in speech and writing and to read with fluency and understanding.

## **Aims**

### **In the terms of speaking and listening, our intention is to help children to: -**

- Adapt their speech to a widening range of circumstance and demands;
- Listen, understand and respond appropriately to others;
- Formulate, clarify and express their ideas clearly;
- Learn to use vocabulary and grammar of Standard English.

### **Our intention, in terms of reading, is to teach the children to: -**

- Read accurately, fluently and with both understanding and enjoyment;
- Respond sensitively and critically to a wide range of texts;
- Use reference materials with confidence for a range of purposes.

### **In terms of writing, our intentions are: -**

- Write with growing confidences and precision in a widening variety of forms for different purposes;
- Balance effective compositional skills (planning, developing ideas and presentation skills, learning to punctuate accurately, spell correctly and write in a legible hand).
- Discuss and evaluate writing.

Through the course of their work, inside and outside lessons, children will also be involved in drama and the study of other media. We believe these elements of English extend children's ability to communicate and to understand the communications of others around the world.

### **The role of the governing body**

Regular reports are made to governors on the progress of English provision via our Literacy governor.

The Literacy governor makes regular visits to the school to facilitate the report making process and to ensure this policy is followed and understood.

### **The role of the subject leader**

The subject leader works in conjunction with the S.L.T. The role involves:

- Modelling good practice;
- Being responsible for upgrading and ordering resources;
- Keeping informed about developments and new initiatives to support the teaching of language and literacy; ensuring all staff are informed.
- Auditing needs and organising staff training
- Training staff in the teaching and ultimately, learning of literacy;
- Monitoring planning with the head teacher; scrutiny of books and with constructive feedback;
- Supporting teachers in planning and using resources;
- Updating school policy when necessary.

### **Teacher's planning for English lessons**

Teachers use the Primary National curriculum, to ensure consistency and coverage over the year.

Teachers use a text based approach lessons, teaching everything, both nonfiction and fiction from it. We feel this approach enriches the curriculum providing a purpose to what is being studied. In the words of one child 'Everything fits together and makes sense'.

In the Early years, English is assessed under the Literacy area of learning.

All classes use a combination of whole class and ability group teaching, which helps us to support our special needs and the challenge our more able pupils. Lessons are on average an hour a day with skills often being readdressed through cross curricular work in the afternoons.

## **Reading**

We try to actively promote reading in school; children have the opportunity to visit the local library and KS2 have access to a well stocked library which is updated each year with requests from pupils.

The Salford reading test is used termly to help determine a child's reading and comprehension age. Until they are reading off the scale, pupils read from the banded books, which are appropriately levelled relating to reading and comprehension age.

Guided reading is used throughout KS1 & 2, where questions are devised relating to assessment focuses. Time is also spent examining vocabulary and discussing its meaning. The evidence obtained is used to support teacher judgments relating to our own adapted APP.

In KS2, reading journals are often used to support the text work completed in lessons. These are devised around the assessment focuses for reading, and again, provide evidence for teacher assessment.

Governors and friends of the school visit weekly to hear all children in KS1 read.

High Frequency words are given out weekly in KS1; these are assessed each week, as soon as words are achieved new words are supplied from the 100 common words.

## **Phonics**

Since 2008 pupils have followed the letters and sounds programme. Phonics is taught explicitly in Foundation Stage, KS1 and lower KS2 for 20 minutes each day. Children are streamed across four ability groups, with continual assessment ensuring pupils are in the appropriately matched group. Phonics is tracked through assessments completed at the end of each phase, this helps to determine progress and whether children need to move up, down or stay in their current group for further consolidation. Reading stages and phonics phases are tracked to highlight non movers and low achievers. Intervention in the form of 1-1 or small group is provided to support identified pupils.

## **Spellings**

All children in years 1-6 are given spellings to learn weekly. These are tested on a Fridays with slips sent home to parents to show levels of success. SEN pupils focus on High frequency words and key spelling patterns. All children have access to look, cover, write check sheets for practice both at home and in school.

KS2 children, also cover the new statutory spellings, which are tested half termly.

## **The Role of Assessment**

Teachers use assessment for learning and observations on a daily basis to determine what a child can do independently and what the next steps in their learning should be.

Our own adapted APP (in line with the 2014 curriculum) is used to make formal judgements from evidence referenced in books. Levels which a child is working at (or if working high within a level, the next level) are displayed in books. Writing in the front of

literacy books and reading at the back. Each term teachers identify personalised targets for each child relating to the gaps in their targeted level sheets within their books. In KS1 and for the SEN in KS2 children receive two targets for reading and writing. In KS2 children receive three targets for each. These are sent home and shared with parents each term. Our teachers then try to tailor the curriculum to provide opportunities to achieve the set targets (through success criteria).

Clear learning objects are set at the start of each lesson; children know what the learning intention is and when appropriate play a role in setting the success criteria. Books are marked consistently throughout school against our marking policy. In KS1, teachers use 'green for go' and 'think for pink' where as in KS2, Stars are awarded for aspects of the success criteria achieved and rainbows are used to identify the areas children need to work on. Peer and self assessment is also used, more formally in KS2 with children identifying their own stars and rainbows.

**Formal records are kept to monitor progress in English, these include:**

- Transfer records from Nursery
- Foundation stage profile and pre-profile
- Year 1 Phonic screen (as of Summer 2012)
- Year 2 & 6 SATs
- Termly assessments shared with parents and fed into the school assessment tracker on SIMS
- Reading Records
- Opportunities are provided for unaided writing which again forms evidence to support APP judgements.

**English as a Foreign Language**

EAL children are supported by a teacher from EMTAS, we currently have one day a week for EAL support. The EAL teacher is a liaison for parents and provides teachers with teaching strategies and materials to support in the learning of the language.

**Special Needs including Gifted and Talented**

Situations may arise in which individuals may need to work at a level either above or below that of their cohort, or may need additional assistance to accomplish tasks. This is decided through observation and teacher assessment. Where children are thought to need support, teachers use a referral procedure consistent with the code of practice for identification and assessment of special educational needs. Parents will of course be informed of any such decision. Both Gifted and talented and SEN pupils are supported through the streaming for phonics in KS1 and lower KS2. Enrichment and challenging activities are actively sought for Gifted and Talented pupils.

## **Interventions**

Interventions take place throughout school; these take place in the form of: -

- Spelling support
- Phonics
- Letter formation
- Specific programmes e.g. Toe by Toe
- Year 6 booster
- One to One tuition – all looked after children receive an automatic place each year, places are then allocated after assessing progress across the prior years' tracking. Children have to be a minimum of two sublevels behind target to be chosen.
- Every Child a Reader
- BRP (Better Reading Partnerships)

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**Subject Leader January 2015**