

WINTON PRIMARY SCHOOL



ENGLISH POLICY

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At Winton Primary School, we aim to provide a rich English curriculum which enables the three components of:

- * Speaking and Listening
- * Reading
- * Writing

to cross-relate with one another so that “*children learn to use language, learn through language and learn about language*”.

Language, in all its forms, is an important part of the curriculum since it contributes to the social, emotional and educational development of each child. It is fundamental to all learning, permeating all areas of the curriculum.

To participate confidently in public, cultural and working life, children need to be able to speak, read and write Standard English fluently and accurately. It is vital, therefore, that through our teaching we develop children’s ability to communicate effectively in speech and writing, to listen with understanding and to become enthusiastic, responsive and knowledgeable readers.

In order to enable us to provide a rich English curriculum, the school has identified the following aims for the three components:

Speaking and Listening

In speaking and listening, we aim for all our pupils to:

- ◆ build on their previous speaking and listening experiences
- ◆ be able to talk for a range of purposes to different audiences in a range of contexts
- ◆ know how to listen attentively and respond appropriately to a range of people through a variety of media
- ◆ appreciate that speakers have particular contexts and purposes and that these are reflected in their styles of communication
- ◆ develop an awareness of the way the voice and the body can be used to communicate with others
- ◆ become confident and articulate speakers
- ◆ appreciate the emotive power of the spoken word
- ◆ acquire the conventions of spoken English and understand the similarities and differences between the spoken and written forms of English
- ◆ use talk to develop their thinking
- ◆ develop an understanding of other areas of the curriculum through experiencing a wide range of activities in drama
- ◆ understand that speaking and listening are a means of learning
- ◆ appreciate the cultural significance of dialect and accent in society

Reading

In reading, we aim for all our pupils to:

- ◆ build on their previous experience
- ◆ experience a range of texts
- ◆ be comfortable with a wide range of reading material
- ◆ have the confidence to deal with the reading demands of daily life
- ◆ develop a range of reading strategies
- ◆ be able to access a range of genres
- ◆ know how to access information in print
- ◆ appreciate the emotive power of the written word
- ◆ appreciate and identify bias in texts
- ◆ experience literature in ways which stimulate the imagination
- ◆ be better equipped to verbalise their thoughts and feelings through an enlarged vocabulary
- ◆ enjoy reading as a leisure activity
- ◆ involve adults and peers in their reading and share it with them
- ◆ use reading as a means of being informed about community matters
- ◆ share in their cultural heritage

[See Appendix 1]

Writing

In writing, we aim for all our pupils to:

- ◆ build on their previous experience of writing/written language
- ◆ write in a range of forms for a range of real readers and purposes
- ◆ acquire the conventions of written English, both at sentence and whole text level
- ◆ adapt or choose appropriate styles and/or media for the intended audience/purpose
- ◆ produce well structured writing
- ◆ have access to a range of stimuli/resources and support
- ◆ enjoy writing as a form of expression and communication
- ◆ express their thoughts and feelings clearly
- ◆ use writing as a means of learning, both individually and collaboratively
- ◆ appreciate the cultural significance of writing in our society

Planning the English Curriculum

The school recognises its statutory obligation to teach the National Curriculum Programmes of Study on which our Scheme of Work is based in order to provide a broad English curriculum.

The school draws upon the Bournemouth Policy for support and guidance. To ensure the complete coverage of the National Curriculum POS in Years 1 to 6, staff plan their delivery of the curriculum within six strands:

- ◆ Literary and Media Texts: Experience and Response
- ◆ Making Written and Media Texts
- ◆ Reading for Information
- ◆ Speaking and Listening
- ◆ Information Technology
- ◆ Exploring Language Variation

This planning ensures continuity and progression and a variety of experiences and opportunities.

[See also school Early Years Policy]

Teaching and Learning Styles

Children are taught in mixed ability classes. Within these classes, work is planned and differentiated to enable effective learning to take place. Class teachers have responsibility for meeting the needs of all children, including the most and least able.

The most effective way to implement each aspect of English is through:

- ◆ well managed, varied and flexible teaching and learning styles
- ◆ purposeful work
- ◆ changing groupings of children to suit different teaching and learning intentions and needs
- ◆ a well planned and deliberate use of first hand experiences where possible and appropriate

We recognise the importance of modern technology as an aid to learning in English and the need to provide opportunities to develop I.T. capability through the study of English on a regular basis.

Speaking and Listening

This is developed through a variety of activities and experiences. Opportunities are provided for children to talk and listen in both formal and informal settings. The range of strategies includes:

- ◆ the use of drama and role play to explore imagined situations
- ◆ regular story times when the teacher or other adult reads aloud to the class
- ◆ class discussions or debates
- ◆ interviewing carried out as part of a topic or project
- ◆ children participating in assemblies, class presentations, both formal and informal, school productions
- ◆ individual/group use of information technology (including tape recorders)

Reading

At Winton Primary School we recognise that reading is one of the most important skills to develop and that we need to devote sufficient resources and time to its development, and so create an atmosphere and an environment which inspire, encourage and support children as they develop as readers.

A wide range of reading materials is provided allowing us to respond to individual needs and preferences, and opportunities for children to select from this for information and for pleasure are available.

The school uses a structured reading scheme which enables children to tackle new materials in 'bite-sized chunks' providing a level of confidence and success in reading. This is supplemented by others as we recognise that a range of books will meet the children's differing needs at different stages of their development so that we support all children until they are capable of independent reading.

We recognise the need to establish regular activities to focus on the importance of reading. When planning these activities, we will bear in mind that:

- ◆ reading is a cross-curricular skill
- ◆ reading skills should not be taught in decontextualised exercises - the children should understand what they are doing and why
- ◆ reading and discussing reading with individuals is important but many aspects of reading can be looked at with groups or with the class more efficiently
- ◆ careful planning for reading each week is important

Children's Reading Experiences and Activities

When children first come to school, we respect their previous experience and build upon it. From the beginning of their school life, the children experience a wide variety of reading activities. We recognise the importance of strong links with parents and encourage their involvement in their children's learning. We believe that children's reading benefits from:

- ◆ listening and responding to a variety of texts read to them
- ◆ reading aloud to a variety of audiences and for a variety of purposes with opportunities for paired and grouped reading, both within the class and across the key stages
- ◆ having time for sustained reading each day – this will vary with the age of the child with the aim of making reading more interesting and enjoyable

Writing

Writing is developed through the provision of a wide range of contexts for writing. Children are encouraged to explore and approach the purpose for writing, taking inspiration from a wide source of starting points. Children are taught to develop approaches to writing for a wide range of audience and to explore writing with their audience. The process of drafting and redrafting is encouraged and opportunities for collaborative writing are provided.

We believe it is important to pay attention to punctuation and grammar at an appropriate point in the child's development as a writer in order to be able to express ideas and convey information coherently and fluently.

The use of correct spelling is developed and taught through specific marking of work, regular learning of spelling strategies and the use of dictionaries and spell checkers. The use of the Thesaurus is encouraged to extend vocabulary.

A fluent, legible handwriting style is developed through regular teaching and practice sessions [see Handwriting document attached to Policy].

Children's English Activities

Children will engage in English activities for a minimum of five hours a week in both Key Stage One and Two.

The English curriculum is delivered both through the focused development of Speaking and Listening, Reading and Writing skills and the application of those skills across all curriculum areas.

Staffing and Resources

Each class teacher is responsible for the teaching of English in his/her class. It is also the responsibility of the class teacher to ensure that support staff are adequately briefed on the occasions children are working with them.

Special Needs

The school recognises that children learn at different speeds. Children with difficulties in English are given extra support and are assessed regularly. It is important to ensure that:

- ◆ the needs of all SEN children are catered for
- ◆ there is equal access to the English curriculum
- ◆ a positive image is fostered by finding ways to enable them to succeed
- ◆ the children who have English as a second language have their own needs recognised and developed

The school also recognises that children with special abilities in any or all of the three English components are challenged and extended.

Equal Opportunities

The principle of equal opportunities is central to our thinking at Winton Primary School. It is every child's entitlement to feel respected and valued. We have a responsibility to provide equal access to the English curriculum and equal opportunities for learning for all children, regardless of gender, class, culture, race or disability. We aim to fulfil these requirements by creating a positive and democratic classroom ethos, by providing supportive contexts for learning and by using resources that reflect a policy of equal opportunities for all.

Links with Parents

We aim to build a partnership between home and school in the development and approach to children and their reading. Many of the foundations of the reading process are established at home and parents and guardians have a vital role to play in their children's progress as a reader. We realise the importance of sharing our philosophy on how children learn to read with parents.

At Winton Primary School, we are fortunate in the number of parents who come into school on a regular basis to support children's reading. We recognise the need to work with these parents to ensure that the time that they spend in school is a valuable time for the children.

The School Library

The library contains a wide range of books arranged in fiction and non-fiction, including a reference section, classified according to the Dewey System.

Appropriateness and condition of the books is continuously monitored. There is a sum in the English budget allocated each year for this. We are pleased that the library is being used as much as possible alongside the time allocated for the teaching of SEN children.

Children are encouraged to regard the library as a valuable resource designed to:

- ◆ stimulate the imagination/widen reading interests
- ◆ support/extend learning
- ◆ stimulate browsing, selecting, borrowing
- ◆ provide opportunities for acquiring the necessary skills to use a library effectively

Weekly sessions in the library are time-tabled for year groups and individual classes so that children can borrow books and learn to locate and use all resources.

English resources, including teacher reference books, big books, taped stories, a cassette recorder and headphones are also available in the library area. In addition, we use the Schools Library Service Project Loan system including Artefact boxes.

Record Keeping

The aim of this recording is to inform teachers' planning and enhance children's learning. It is the responsibility of the class teacher to record progress made by the children in his/her class.

Evidence is gathered and recorded in various ways:

- ◆ Teachers' record books
- ◆ Reading record – completed twice termly with an end of year summary of reading development [*See Appendix II*]
- ◆ Annual Progress Report to parents
- ◆ End of Year Report to parents

A record of the progression of English work throughout the school will be kept by the English Curriculum Team. This record will take the form of a subject portfolio which will show evidence of continuity and progression for all the different ability ranges in:

- ◆ Speaking and Listening
- ◆ Reading
- ◆ Writing

Assessment

At Winton Primary School, formative assessment is used throughout the year to guide the progress of individual children in English. It involves identifying each child's progress,

determining what they have learned and what, therefore, should be the next stage of learning. This on-going teacher assessment is carried out in a variety of ways:

- ◆ through discussion
- ◆ through observation
- ◆ through assessed tasks

This teacher assessment is recorded half-yearly to give a summary of attainment. Standardised testing in reading is undertaken on a regular basis to monitor and evaluate the achievement in line with national age-related standards. SATs are undertaken at the end of Key Stage One and Key Stage Two in accordance with the requirements of the national Curriculum.

Monitoring and Evaluation

The English Curriculum Team meets regularly once each half term to review and evaluate the scheme of work and its delivery.

The English Co-ordinator has responsibility for reporting back and developing the scheme in partnership with the Head.

The scheme of work is in the process of being developed and will be reviewed, evaluated and modified according to changing circumstances.

Handwriting

At Winton Primary School, we aim for all our pupils to have handwriting that is:

- ◆ legible
- ◆ fluent
- ◆ consistent

and to understand the purpose and importance of learning to write in this way.

We recognise that handwriting is a means of communication. Therefore, it must be easy to read with properly formed letters and be well spaced. We also recognise that it is a motor skill and that it is very important to have an effective method of teaching handwriting from the time pupils join the school in their Reception Year.

At Winton Primary School, we use the new Nelson Handwriting Scheme in order to allow pupils to develop a natural and fluent handwriting style and to ensure consistency of teaching throughout the school. We allow progression to be determined by the phonemic progression so that handwriting is used to reinforce the spelling patterns which pupils are taught.

We recognise the importance of:

- ◆ linking handwriting to spelling and phonic work so that letter formation is taught with letter recognition and pupils are taught to form and practice letter groupings associated with the sound letter patterns they are learning
- ◆ pupils learning to form letters correctly from the outset as mis-learnt habits are very hard to break later

- ◆ pupils learning a style that makes it easy for them to join their writing later and encouraging joining as soon as possible but not before pupils have mastered the correct movement of separate letters

Attainment Target 3 Writing

Level	Handwriting
1	usually form letters that are clearly shaped and correctly orientated
2	form letters accurately and consistently in size
3	produce joined legible writing
4	produce fluent, joined legible writing
5	maintain fluency and legibility in handwriting and adapt where appropriate to a range of tasks
6	write neatly and legibly

At Key Stage One pupils will be taught to hold a pencil comfortably in order to develop a legible style which includes:

- ◆ writing from left to right and from top to bottom of the page
- ◆ starting and finishing letters correctly
- ◆ regularity of size and shape of letters
- ◆ regularity of spacing of letters and words

They will be taught the conventional ways of forming both lower and upper case letters and will build on their knowledge of letter formation to join letters in words. Throughout they will develop an awareness of the importance of clear and neat presentation in order to communicate their meaning effectively.

At Key Stage Two pupils will be given opportunities to continue to develop legible handwriting in both joined up and printed styles. As confidence and independence increase, pupils will be encouraged to develop greater control and fluency. They will be taught to use different forms of handwriting for different purposes.

Thinking Through Our Aims For Reading

In reading, we aim for all our pupils to:

- ◆ build on their previous experience – this means that we need to know enough about individual children as readers (in terms of range of reading experience and repertoire of reading strategies) in order to continue their reading development.

Action: Make sure enough information about each child as a reader is passed on each year for their reading development to continue (this does not mean just a list of books read)

- ◆ experience a range of texts – this means that we need to plan for this to happen across the curriculum.

Action: Make sure there is a broad range of text types available to each child (e.g. Big Books, Information Books)

- ◆ be comfortable with a wide range of material – this means that we need to plan for a range of ways of using reading materials within the curriculum.

Action: Make sure each child has the opportunity to handle a wide range of reading materials

- ◆ have the confidence to deal with the reading demands of daily life – this means that we need to plan for purposeful activities using authentic texts, e.g. newspapers.

Action: Make sure there are examples of print from home and the environment in school, that we give each child the opportunity to be involved in display and that we as teachers talk about our own reading and model adult reading behaviour

- ◆ develop a range of reading strategies appropriate for the different purposes – this means that we need to plan for how children are going to read so that they experience a range of ways of working with texts.

Action: Make sure we make use of and extend the use of appropriate strategies, ref: DARTS activities.

- ◆ be able to access a range of genres
- ◆ know how to access information in print - this means that we need to plan for direct teaching of the most effective reading strategies for different text types, (e.g. modelling, using Big Books).

Action: Make sure we teach strategies for accessing different text types and we develop the opportunity for each child to have access to the School Library.

- ◆ appreciate the emotive power of the written word - this means that we need to find and share key 'powerful' texts – both literary and non-literary).

Action: Make sure we increase the use of texts which give the opportunity to encourage on emotive response in the children and we develop a range of ways in which children may respond actively to these texts, (e.g. through drama, art work, music, maps, talk, models, etc.).

- ◆ appreciate and identify bias in texts - this means we need to find and share 'telling' examples of literary and non-literary texts, e.g. advertisements, newspaper headlines, political texts, different versions of familiar (e.g. fairy) stories.

Action: Make sure we address this systematically, e.g. by selecting specific texts for discussion, compare different versions of the same story and compare information about a particular topic using different information sources.

- ◆ experience literature in ways which stimulate the imagination - this means that we need to go on building up our repertoire of activities to encourage an active response to literary texts.

Action: *Make sure we use a full repertoire of ways of responding actively to literary texts. Ref: RESPONDING to stories, plays and poems.*

- ◆ be better equipped to verbalise their thoughts and feelings through an enlarged vocabulary - this means we need to plan to focus closely on 'words' themselves, e.g. origins, patterns, meaning changes over time, word games.

Action: *make sure we use specific activities to explore 'words' themselves.*

- ◆ enjoy reading as a leisure activity
- ◆ involve adults and peers in their reading and share it with them - this means that we need to develop and share a range of ways to develop positive attitudes to reading both within the class and the school, e.g. 'Bananas about Books' [Year 3/4], author visits, sharing reading across the school, story time in the library, Year 3/5 Book Link, and modelling our own attitude to books.

Action: *Make sure we continue to explore and extend the involvement of parents and other adults [both in school and at home] in each child's reading and that we encourage positive attitudes towards reading in a variety of ways, e.g. make class book/display favourite books, authors, illustrators; bring choice of books and other texts from home; allow time for children to share with others some reading they have enjoyed.*

- ◆ use reading as a means of being informed about community matters
- ◆ share in their cultural heritage – this means that we need to go on adding to and extending existing practices and plan to integrate them as a permanent part of the curriculum.

Action: *Make sure we exploit the children's own experiences and local community news. Make sure we include in our range of texts songs, games, rhymes, alphabets from all cultures represented in the school and others as well.*