



Signed by Chair of Governors .....

Date approved by Governors .....May 2010.....

Review Date .....May 2013.....

# English Policy

## Statement

At Trowse Primary School we believe that literacy and communication are key life skills and that through the English curriculum children will be supported to develop the skills and knowledge that will enable them to communicate effectively, and creatively with the world at large, through spoken and written language. We also intend to help children to enjoy and appreciate literature and its rich variety. We ensure that we provide opportunities for the development of children's skills across all areas of the Primary Curriculum.

## Aims and Objectives

As a school we aim:

- To provide a rich and stimulating language environment, integrating speaking and listening, drama and roleplay, reading and writing.
- To provide an environment where pupils are encouraged to construct and convey meaning, both in speech and writing, of factual, imaginary and personal experiences.
- To provide opportunities for pupils to become confident, competent and expressive users of the language with a developing knowledge of how it works.
- To provide opportunities for pupils to be reflective users of language, able to analyse and evaluate its main features.
- To foster an enthusiasm for and love of reading for life.
- To encourage pupils to present their ideas in a variety of forms, both in English and across the Primary Curriculum.

We hope that pupils will:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

## Subject Organisation

The English Curriculum is delivered using the Primary National Strategy framework, and is embedded throughout all areas of the Primary National Curriculum. The Early Years Foundation Stage ensures continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

Within each class, children are able to demonstrate a range of skills by either working independently, in pairs or in ability groups. Work is differentiated when set, or, with an open-ended task such as creative writing, is assessed by outcome. Learning Objectives are shared with the children and age-appropriate success criteria are discussed.

Teachers plan carefully to ensure the curriculum is covered. Some examples of planning are attached (see Appendix).

## Approaches to Teaching and Learning (See also T&L Policy)

### Speaking and Listening

The Speaking and Listening strands are:

- Speaking;
- Listening;
- Group Discussion and Interaction,
- Drama

Our holistic curriculum lends itself perfectly to the development of these specific skills. The children regularly engage in group problem-solving and week-long projects.

### Reading

The reading strands are:

- Word recognition decoding
- Understanding and interpreting texts
- Engaging and responding to texts

Throughout the school, big books, picture books and on-line texts are used for Shared Reading. In the EYFS and Key Stage One, Guided Reading generally takes place outside of the English lesson, with the children organised by ability. In Key Stage Two, there are regular opportunities for independent reading, both for pleasure and for research. Each classroom base has a selection of fiction and non-fiction books. We do not have a central library (although the Friends of Trowse School are researching the possibility of developing the mezzanine in the Hall), but we borrow from the Norfolk County Council mobile library service.

In Class 1 and 2, phonics is taught according to 'Jolly Phonics' and 'Letters and Sounds' for 20 minutes every day. Teaching Assistants are essential in ensuring that the lowest achievers are successfully supported. The children take home a reading book everyday which they are encouraged to read with their parents. Our home-reading books follow The Oxford Reading Tree scheme.

Writing -

The writing strands are:

- Word recognition encoding (spelling)
- Word structure and spelling
- Creating and shaping texts
- Text structure and organisation
- Sentence structure and punctuation
- Presentation

In Class 1 and Class 2, phonics, spelling and handwriting are taught together to encourage 'joined up thinking'. There are spelling tests in each class to order that the children learn some tricky words by sight alone.

In Key Stage 2, spelling progression is ensured by using the Andrew Brodie scheme. The children have regular activities, homework and spelling tests, as well as being given personal spellings from their own work.

In Class 1, the children are taught the correct letter formation to allow for accurate joining techniques when introduced in Class 2 and consolidated in Class 3. It is an expectation that the children will join their handwriting in Class 4, with extra TA support for those who still need to rehearse their technique.

In the earliest years, emergent writing is encouraged in order to foster a love of writing and understand that it is for a purpose. Children have opportunities to write independently, for example in role play situations or using the writing table.

Throughout the school, the children have opportunities to write with the support of an adult so that important skills can be taught explicitly. They also have the chance to write independently and for a range of audiences. Our cross-curricular approach to learning lends itself well to writing for a purpose, for example writing information booklets for other classes.

In each class, skills are taught explicitly through Shared and Guided Writing sessions. ICT is used to enhance this for the children (with the Smartboard and visualiser, for example).

### Assessment, recording and reporting

Work will be assessed and marked in line with the Assessment and Marking Policies.

The children's unaided writing is assessed at least once a term and moderated internally at INSET meetings.

### Monitoring and Evaluation

Literacy is monitored by the English Subject leader, who will follow a rolling programme of monitoring, review and evaluation, to ensure that the subject is planned, taught, resourced and developed. Having identified priorities, the subject leader will construct an action plan which forms part of the School Development Plan. This will form the basis for monitoring and will identify how this is to be implemented.

The Governing Body

Regular reports are made to the governors on the progress of English provision and to our Literacy Governor Mrs. Angela Stephenson.

This policy will be reviewed every four years or in the light of changes to legal requirements.

### Inclusion

All children receive quality literacy teaching on a daily basis and activities are differentiated accordingly. Where identified pupils are considered to require targeted support, in addition to their existing Literacy Provision, a variety of interventions are available, 'Sound Discovery' and 'Catch up' for example. Progress of pupils receiving intervention is reviewed regularly.

### Parental/Community Involvement

We value parent involvement in children's development of literacy and promote a home school partnership in the following ways:

In Class 1 and Class 2, the children take a reading book home that they are encouraged to share with their parents. Both school staff and parents communicate through the Reading Record book. Parents support their children when learning their spellings.

Some classes invite governors to read with the children.

### Professional Development

Training needs are identified as a result of whole school monitoring and evaluation, performance management and needs of children. These will be reflected in the English / Literacy Action plan and School Development Plan.

### Conclusion

This policy also needs to be in line with other school policies and therefore should be read in conjunction with related policies for example:

Teaching and Learning Policy

Assessment and Record Keeping

Responding to pupils' work / Feedback / Marking policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy

Early Years Foundation Stage policy

Primary Languages policy

G&T

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