



Edale Rise Primary and Nursery School

English Policy

Introduction:

The study of the English language lies at the heart of the teaching and learning at this school. It develops a child's ability to speak, listen, read and write and gives them the capacity to communicate effectively and confidently in the outside world.

Aims:

At Edale Rise Primary and Nursery School, we aim to:

- Enable children to organise their thoughts and speak clearly, taking account of listeners and different situations;
- Encourage children to listen carefully and take in the main points of what has been said;
- Teach children to consider the opinions of others and reflect upon their own views;
- Use drama and role play as tools for children to express feelings and emotions;
- Develop a love of books and reading in our pupils;
- Help children to feel confident as writers and recognise the value of being writers;
- Enable children to write with confidence and accuracy in a range of genres and for different purposes;
- Create confident, creative users of language in a variety of situations.

All children are taught in Year Groups. Some children are withdrawn for extra support or challenge in small groups.

Foundation Stage:

English is taught following the guidelines set out in the 'CLLD' section of the EYFS document. Children have a range of opportunities to learn English. At this early stage and given the number of children with English as an Additional Language in our school, emphasis is placed upon speaking and listening skills. This is combined with daily opportunities for independent reading and writing. There is a strong focus on phonics and children share books regularly. Whole class sessions are spread over the course of a day, with 1-2 focused activities every week.

Key Stages One and Two:

Children in Key Stages One and Two follow the guidelines set out in the 2014 National Curriculum. Activities at these Key Stages include:

- A discrete daily phonics or spellings input;
- A daily grammar session incorporated into the English lesson;
- Shared reading and writing, where the teacher may model and demonstrate reading and writing strategies;
- Guided reading and writing;
- Small group or one-to-one reading, either with a member of staff or a Reading Volunteer;

- Imaginative play activities, such as Drama, role play and small-world play;
- Activities connected to handwriting;
- Sessions in the school Library and regular visits to Sneinton Library;
- A discrete reading comprehension lesson once a week

Strategies for the Teaching of English:

Speaking and Listening:

Children's standards in Speaking and Listening are reported at the end of Key Stages One and Two. They also form part of our on-going teacher assessments throughout the school. Speaking and listening activities include:

- The use of drama and role play in the classroom or outside;
- Discussions;
- The use of 'talk partners' across the curriculum;
- Exploring song, rhythm and rhyme as part of the Music curriculum;
- A regular story time when the teacher or other adult reads aloud to the class, which is differentiated for our EAL children;
- Class discussion and debate on topical issues;
- Speaking to an audience, for example, news sharing;
- Interviewing other people as part of a topic or project;
- Whole school assemblies or school productions;
- The opportunity to talk to other adults, e.g. volunteers and visitors;
- Offsite visits and trips, or visits from theatre groups.

Children's standard in Reading are reported at the end of Key Stages One and Two. They also form part of our on-going teacher assessments throughout the school.

Reading activities include:

- A wide range of reading material in the classrooms and the school Library provides opportunities for children to read for information and pleasure;
- Regular reading instruction in whole class, small group and individual situations;
- A structured reading system, with colour-banded books for children to read in school and at home;
- Weekly Guided Reading and one-to-one reading sessions for all children;
- Small group or one-to-one reading support for children who are in danger of not achieving their potential, including, but not limited to *ECAR*, *Reading Recovery*, *Switch On*, and *Digismart*
- A programme of phonics, based on *Letters and Sounds* which supports children's word-recognition development;
- A language-rich environment, which encourages children to challenge print seen in displays and notices;
- Regular visits to the local community library.
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Children's standards in Writing are reported at the end of Key Stages One and Two. They also form part of our on-going teacher assessments throughout the school.

Writing activities include:

- Opportunities to write a wide range of narrative, non-fiction and poetry;
- Regular and formal writing instruction in whole class, small group and individual situations;
- Each classroom in Foundation or Key Stage 1 has its own 'writing area' to facilitate the development of writing;
- Children are encouraged to develop their independent writing skills;
- Opportunities for writing and applying learning in English in a wide range of contexts across the curriculum;
- A structured spelling programme from Transform Trust in KS2 to encourage children to become competent, independent spellers;
- Where necessary, word lists to take home and read and write with parents for a weekly spelling test;
- Opportunities to edit and improve writing, sometimes with the support of adults or peers
- Grammar skills sessions within each English lesson

Home School Links:

Strong links between school and home will result in good progress on the part of the child. Children who are supported at home are often more confident and 'engaged' as learners.

All children have a school Book Bag. They may borrow books from school and are encouraged to share them with adults at home.

Accompanying the books are bookmarks of the corresponding colours, with written indicators of what to look for at different stages of reading progress to support reading at home. Teachers track children's reading at home and we present a trophy to the class with the most children reading at home each half term.

Children are also given lists of key words to learn at home, appropriate to their age and ability.

They are encouraged to read them, write them and put them into sentences. We run a session on 'Helping your Child to Read' for parents of new children.

Planning:

Planning is monitored regularly by the English Leader. The Foundation Stage team plan daily, using the EYFSP. Planning follows the 2014 National Curriculum for each year group. Staff write a unit plan which identifies the objectives to be covered during the English unit. There are 12 unit plans for each year group per year.

Assessment:

Early Years Foundation Stage plans should follow the school colour-coding format.

- Staff observe children on entry to assess their basic English skills and are given an EMAG level if appropriate. Children are assessed against the profile statements in the EYFSP against the CLLD outcomes.
- Progress is monitored throughout the Key Stage, through focused reading sessions and independent writing. Staff use these assessments to identify next steps.
- Children from Foundation are tracked termly on the school's Phonics Tracker.

Key Stages One and Two:

- Regular assessment is undertaken in Reading, via the school's 'Benchmarking' system and using Transform non-negotiables and the SIMs tracker. Standards are entered onto the Class Attainment Tracker half-termly and progress is monitored through the Pupil Profile and the Class Conference systems in school.
- Children from Year 1 to Year 6, who are working at Phase 1-6 of the Phonics Programme are tracked termly on the school's Phonics Tracker.
- Children produce a piece of independent writing at the end each unit each half term. This is based on one of the writing units taught. The class teacher marks each piece of writing using the Transform writing target sheets, setting an appropriate target for future work.
- Writing is assessed half termly using the Transform non negotiables writing target sheets.
- Moderation of writing takes place 3 times a year by all staff

End of year assessments:

At the end of the Foundation Stage, the children are given their final assessments for CLLD, against the EYFSP statements. At the end of Key Stage One and in Key Stage Two, children are assessed against the National Curriculum standards in Speaking and Listening, Reading and Writing. We use teacher assessments, the Key Stage 1 SATS, the Key Stage 2 SATs and Optional SATs Tests where appropriate in Years 3, 4 and 5.

Target Setting:

In the Foundation Stage, targets are set for groups or individual children, suitable to the needs of the children. These will be reviewed and new ones set, when appropriate. In Key Stages One and Two, every child is given a list of non-negotiables' in Reading and Writing. These targets are monitored after each assessment cycle (5 times annually).

The Literary Environment:

We provide:

- a reading corner in each classroom and the corridor, with books and seating;
- a English 'Working Wall', which shows a "good" piece of writing and the writing journey for the particular genre covered, including examples of children's work
- a writing area, with writing materials and different types of writing implements (Foundation & Key Stage 1);
- language rich interactive displays;

- examples of children's work displayed;
- labels (names, objects, etc) for children to read or refer to in their writing;
- access to age appropriate dictionaries and thesauruses;
- access to word banks, either for key words or vocabulary pertinent to a specific topic;
- Role-play areas for EYFS and Key Stage 1

Equal Opportunities:

At this school, we aim to include the needs of all children. The following measures are put in place when addressing the needs of specific groups of children:

Children with disabilities:

- Advice and support is sought from specialist teachers, who may provide advice, in-class support or specialist equipment;
- Adult support is allocated as appropriate to the needs of children with disabilities;
- Staff plan with specific reference to the needs of disabled children in their class.

Children with Special Educational Needs:

- Differentiated work which may be done by task or by outcome;
- An additional needs class for identified children;
- In-class adult support;
- Small group activities withdrawn from the classroom, to work on a specific area, e.g. phonics, key words;
- Buff coloured paper and background on our Interactive Whiteboards to enable children with Dyslexia to read words more easily;
- ICT programs and equipment (such as sound buttons and talking whiteboards).

Gifted and Talented Pupils:

- Challenge and extension are provided through the use of a wide variety of reading materials and small group reading and writing, involving more complex and advanced tasks.

Children with English as an Additional Language:

- An EMAG teacher is employed to support children who have little or no English, either in class or in a small group on an intensive 'New to English' programme;
- Children have access to EAL friendly texts with a graduated introduction of new language, dual language texts and audio books.

Diversity:

- The teaching of English at Edale Rise is planned with an understanding of the need to avoid race and gender stereotyping. The School has a stock of stories from other cultures and dual language books to raise awareness of the global family. Our range of books ensure that children read about varying gender roles in society.

Roles and Responsibilities:

English and Phase Leaders:

- Support colleagues in planning, assessment and record keeping;
- Monitor progress in English via planning and lesson observations;
- Advise the Leadership Team on whole school issues and areas of strength and weakness;
- Keep up to date with developments in the teaching of English and disseminate to colleagues, identifying training needs, providing support and INSET as appropriate;
- Liaise with Inclusion Leader and team;
- Be responsible for writing the English Development Plan and end of year statement;
- Keep the Governing Body informed of developments in English;
- Oversee whole school assessment of English;
- Facilitate CPD for whole staff/ individuals;
- Take responsibility for the purchase and organisation of central resources for English;
- Monitor the Library area and resources and take care of the condition of the books in school;
- Liaise with LA advisory staff and other advisory bodies.

Head Teacher and Leadership Team:

- Work with the English Leader in policy development and the production of plans designed to ensure progression and continuity in English throughout the school;
- Monitor planning and observe lessons to assess the quality of learning and teaching in school;

The Governing Body's Appointed Governor(s):

- Work with the Head Teacher and English Leader to monitor developments in English;
- Make regular visits to school to see the subject 'in action';
- Report back to the Governing Body.

Reviewed by staff: Summer 2016

Date of next review: Summer 2017