

ENGLISH POLICY

Literacy Coordinator
Ms Nor Yermak

Date of Review : May 2019

Rationale

English is the main language of communication in the UK and, as such, its mastery is a pre-requisite for life in our country. At Buttercup Primary we aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, and to a variety of audiences, and in so doing enables them to use language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts.

It is the foundation for all the learning that takes place in our school and its mastery empowers the learner and is essential for independent learning and most aspects of everyday life.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

It is understood and known that pupils are coming into school who are New to the English language. This cohort of groups is not the same as EAL pupils. The school has developed a programme to enrich Speaking & listening and provide a variety of experiences to develop the English language in order to allow the children fair access into the whole school curriculum.

Aims

- To enable children to use spoken and written language effectively in their lives, facilitating communication, self-expression and learning.
- To enable children to enjoy literature of all kinds and become appreciative and discriminating readers.

We want all pupils at Buttercup Primary School to leave Year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- understanding a range of text types, media types and genres;
- able to write and speak in a variety of styles and forms appropriate to the situation;
- using their developing imagination, inventiveness and critical awareness;
- having a suitable technical vocabulary to articulate their responses.

Objectives

- To ensure teaching and learning in school supports the development of writing, reading, speaking and listening skills in pupils, ensuring all pupils achieve their full potential according to their ages and abilities.
- To ensure the school's teaching staff is highly trained and consists of committed teachers who have the expertise to develop the potential of all pupils.
- To provide a rich and varied curriculum that will stimulate and interest all pupils.
- To ensure teaching styles and methods vary to suit pupils' differing learning styles and abilities.
- To provide resources for all pupils that will support effective learning and teaching.
- To ensure leadership and management structures within the school support the implementation of these objectives.

Learning and Teaching Guidelines

At Buttercup we have developed a system where children are developed at their own rates and according to their own individual abilities, so that every pupil achieves the skills relevant and appropriate to his/her age and ability.

We regard English as essential to all other areas of the curriculum, and the skills developed in English lessons are applied, practised and consolidated across all other areas of the curriculum.

Subject Organisation

Foundation Stage

In Reception children have daily discreet phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.

Key Stage 1

In Key Stage 1 daily discreet phonics lessons continue and are taught in ability groups, while children have daily mixed ability Literacy lessons with an emphasis on real texts and talk for writing. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes (e.g. 5 Minute Box) and differentiated class teaching.

Key Stage 2

In Key Stage 2 Children have daily Literacy Lessons including grammar for writing. Lower Key Stage 2 children continue to have discreet phonics lessons in ability groups, where necessary. Additional literacy sessions include guided reading, handwriting, class novel and spelling. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes (e.g. RWI, Toe By Toe) and differentiated class teaching.

Approaches to speaking and listening

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Opportunities to develop these skills include: regular class assemblies, play scripts as part of the guided reading scheme, role playing areas in Key Stage 1 classes and green screen technology for television style reports.

We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance. It is our school policy to encourage children and staff to speak properly, recognising the difference between the formal and informal and this promotes Standard English.

Approaches to reading

Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and comprehension and to discuss texts in detail during guided reading sessions. Independent reading provides time for both assessment and 1-1 teaching. Daily discreet phonics lessons in FS, KS1 and LKS2 enable children to decode efficiently.

A bespoke Scheme Aquila Magazine (First News) is used for guided reading, supplemented by other guided reading books and materials where necessary. Opportunities are sought during the year to develop children's knowledge, love and understanding of reading, such as regular book sales, support of National Reading Day, Travelling book Fair and also many opportunities to write book reviews, reading Olympics, and book writing competition etc Classrooms have a variety of reading materials which are real life literature to encourage boys and reluctant readers. Items may include Menus, Instruction manuals, newspapers appropriate magazines and many more .

Children can take books home, whether they are individual reading books or library books. Children also regularly take books to read at home and also get additional homework to answer various comprehension questions about books for reward points for their House teams .

In Key Stage 2 children choose books from the school library to take home and read. We also have a selection of books in each class for children to read. Those children still learning to read have access to interventions to help them to improve their reading skills discreet intervention phonics lessons are given to pupils needing additional assistance.

We still encourage all readers to read at home with their grown-ups, whether an online book or from a book taken home. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading.

Approaches to writing

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. To support our teaching of writing we use the Renewed Framework, Pie Cobert , Ros Wilson's strategies. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions at the end of each unit. Clear success criteria in lessons help as a scaffold for writing.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. There are many opportunities for children to improve their writing inspired by drama techniques, film clips and class novels. They may be asked to produce their writing on their own or as part of group. Children will also be given the opportunity to use ICT for their writing. We use the Nelson Handwriting Scheme in school to help children develop fluent, clear and legible joined up writing. Children work hard to achieve a pen licence in Year 3, this encourages them to take care in their presentation and pride in their work.

Grammar: Kung Fu Grammar

Punctuation and Grammar Kung Fu is a fun and engaging system for actively learning the rules of English language grammar, punctuation and capitalisation. This program is enjoyable and effective for all the children and involves aerobic activity. Each piece of punctuation, grammar and capitalisation are assigned a kung fu-style move and sound. Pupils are given a demonstration of these moves and sounds as they relate to language., pupils are taught the rules for punctuation and grammar that will help them to recognise grammar within a sentence (or missing grammar) and appropriate punctuation (or lack of). Pupils will now be asked to participate with the teacher in one final review of each movement covered before beginning the “**punctuation attack**” or “**grammar blitz**”. Students kick and punch their way through text, demonstrating their new knowledge. As students prove their mastery of one belt level, they progress forward. Progress can only be achieved through completion of a physical and written test over concepts. If passed, the student is awarded the next successive belt status. All students aspire to become a Grandmaster Black Belt, the highest status of achievement. This status carries with it the ability to teach others within the classroom or go to younger grade levels and instruct students during practice sessions. This results in 90% long-term retention and application. Improvement is documented through informal and formal assessment.

Sparring tournaments are also held in which students are free to compete with all other levels. Speed and accuracy are keys to winning these contests. All activities are designed to achieve academic mastery through kinaesthetic, visual and auditory learning and physical fitness.

Cross-curricular Literacy Opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum, especially in foundation subjects.

The Use of ICT

We recognise the important role ICT has to play in our school in the development of Literacy skills. We also recognise the importance of being visually literate in the 21st Century – different year groups use films as hooks into writing. ICT is used on a regular basis to enhance the teaching of literacy and to give all children the opportunity to experience, read and write multimodal texts and develop visual literacy.

Planning and organisation

Curriculum planning is managed in three phases:-

- **Long Term Planning**

This is based on the POS which details what is to be taught over the year and provides teaching guidelines and overall objectives for each year group for the whole year.

- **Medium Term Planning**

This organises the teaching of English into termly or half-termly sections. The planning is more detailed and the objectives are more specific in nature. This planning is developed by the teachers, who respond to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term.

- **Short Term Planning**

This details the English curriculum over the week. Lessons are planned in detail and specific class objectives are set. Individual learning goals are also set for each pupil.

The teachers collaborate on aspects of planning of English to ensure parity in provision and to share expertise.

Role of the School Council

The School Council will be involved in:

- determining this policy with the SLT ;
- discussing improvements to this policy during the school year;
- reviewing the effectiveness of this policy with the Proprietor .

Monitoring and Assessment

English provision is monitored by the English co-ordinator who has classroom release time once each half term to undertake this. H/she examines pupils' work and monitors classroom practice. S/he also ensures all members of staff have appropriate training to enable them to deliver the curriculum to the expected standard of excellence. The English co-ordinator receives training from the local authority LBTH to support him/her in her/his role of co-ordinator. The co-ordinator meets with the Head teacher every six months to review English provision in the school.

Pupils are assessed externally at the end of Y2 and the end of Y6, by means of the National Curriculum Assessments. These are the summative “snapshot” assessments of their attainment at a specific time required by law.

Teachers assess pupils continuously on a less formal basis; these assessments inform the teacher of the pupil’s current achievements, and guide the teacher in planning the pupil’s future learning. Work is assessed in line with the Clarksfield Assessment Policy,.

However, at Key Stage Two, all pupils are assessed according to their curriculum level at the end of each year, in order for targets to be set for pupils’ end of Key Stage attainment.

Special Educational Needs (SEN) and Additional Educational Needs (AEN)

All classes consist of pupils of varying abilities and with varying needs, and our classroom practice ensures that most of these needs can be met within the classroom organisation.

Pupils with SEN are placed upon the SEN register, which records the support given, and provides each child with an individual education plan (IEP). More details about this can be found in the school’s SEN policy. The school also works closely with outside agencies to provide the best provision possible for our pupils.

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Effectiveness

We believe this policy will be effective only if we ensure consistency across the school by regular monitoring.

Head teacher:	R Begum	Date:	17.07.17
Proprietor :	N. Rehman	Date:	17.07.17