



Rushton CE (VC) Primary School

Happy Learning Together

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English Policy

Committee	Curriculum
Approved by Governors	Sept 17
Review Date	Sept 19
Cycle	Annual

Rationale

At Rushton CE (VC) Primary School we regard English (Literacy) as a vital subject, which enables pupils to communicate and participate fully in school and everyday life. We view literacy as a vehicle through which to teach the important skills of reading, writing and Speaking and Listening, to foster a genuine love of literature, language and communication.

Purpose

This policy aims to show how our school intends to fulfil its legal obligation to deliver the National Curriculum 2014.

Aims

Rushton CE (VC) Primary School seeks to:

- Promote speaking and listening skills through all areas of the curriculum and school life. Many opportunities are given to the children to speak publicly at assemblies, school plays, concerts and church services.
- Provide the knowledge and secretarial skills of handwriting, spelling, grammar and punctuation, to enable the children to become fluent writers and typists who can communicate effectively but also seek to write for personal pleasure.
- Give children experience of reading based on understanding, meaning and enjoyment.
- Offer quality literature to the children, which we believe will enrich their lives and develop their imagination, which will in turn enhance their own writing.
- Teach children a variety of reading strategies to help them make sense of the text and become fluent, independent readers.
- Teach phonics sessions to all Reception and Key Stage 1 children. Continue this for Key Stage 2 children who have yet to fully master phonics decoding skills.
- Help children gain a deeper understanding of literature by analysing characters actions, settings and themes, and to express a personal response to stories read.
- Teach children to use a range of non-fiction texts to gain knowledge and information.
- To teach children to read a range of media, including magazines and IT texts.
- Teach children to recite and retell stories and poems from memory.

Entitlement

English lessons are linked as much as possible to each class' topic. Each class teacher will organise their weekly timetable according to the objectives being taught. Some weeks a daily English lesson will take place but other weeks English may be blocked together so that a whole morning or afternoon can be spent on longer pieces of writing.

Special Educational Needs

Teachers ensure that all pupils make progress and gain positively from the lesson. Lessons are planned so that all pupils can be included with differentiated tasks to suit pupils' varying abilities. Pupils who are very able will be challenged with extended activities. Pupils with additional needs will be assessed by the school SENCO and an IEP (Individual Education Plan) will be created to ensure suitable support is available in class and individual if additional time is needed.

Foundation Stage

Children work towards the Early Learning Goals for Literacy:

Reading: *Children read and understand simple sentences.*

They use phonic knowledge to decode regular words and read them aloud accurately.

They also read some common irregular words.

They demonstrate understanding when talking with others about what they have read.

Writing: *children use their phonic knowledge to write words in ways which match their spoken sounds.*

They also write some irregular common words.

They write simple sentences which can be read by themselves and others.

Some words are spelt correctly and others are phonetically plausible.

Equal Opportunities

We aim to choose a balance of literature that will appeal to boys and girls and work hard to help boys develop a positive image of reading and writing.

Parental involvement

Encouraging parents to take an active part in their child's education is probably one of the most important ways of improving learning. We involve parents by asking them to listen to their child read at home as much as possible and to support any written tasks that are sent home. Parents are encouraged to communicate any progress or difficulties through their child's reading diary. Guidance is also given to parents on what to look for when listening to children read. Education City is an online learning resource that parents can help their child complete at home. Each pupil has home access details and teachers can monitor tasks that have been completed.

Spelling

The teaching of key words and spelling rules, at Key Stage One and two, are taught following the guidance in the National Curriculum (2014) see appendix 1. Class teachers focus on teaching graphemes and spelling rules progressively at age appropriate levels. Games, activity sheets, Education City, Espresso Education, the use of magnetic letters are all used during lessons.

Children who are working below their ARE (Age Related Expectation) in Reading or Writing, may be provided with a Reading and Spelling diary. This means that five words are selected each week for the child to practise their sight recognition of the word and five words are selected for the child to practise the spelling of the word. This intervention is delivered at school and at home.

Handwriting

Children in Reception are taught letter formation in a variety of media – sand, paint, pencil, chalk etc. They are encouraged to use a cursive handwriting script from Reception and this is built upon and practised in Key Stage One.

Children in Key Stage Two are expected to use joined handwriting and this is practised at the same time as practising spelling patterns.

Reading

Teaching of reading is delivered in a variety of ways, some weeks; Guided reading is delivered to small groups of children all working at the same level or individual one to one reading may be more appropriate or whole class reading can take place. This all depends on the focus of the reading objective being taught. In Reception and Year 1, the focus is on teaching the skill of decoding words and blending the sounds in words to make sense of them. Towards the end of Year 2 and into lower Key Stage 2, the teaching focusses more on comprehension skills and checking that children understand what they are reading. As well as reading fictional books and poetry, the curriculum also teaches children how to use information texts.

Colour banded reading schemes are used to assess children's reading ability.

Assessment, recording and reporting

The assessment of children's reading and writing skills is ongoing and teachers are constantly gathering evidence towards ARE (Age Related Expectations). At the end of each half term, teachers use the LEP (Leek Education Partnership) assessment tool to highlight points achieved. This figure is then transferred onto Arbor (the school's internal assessment resource).

Class Teachers analyse the data and use it to inform future planning and set individual targets. The subject leader for English, tracks the pupil data and highlights groups of learners who may be falling behind their ARE and actions or interventions are put in place to help pupils close the gap.

Parents are offered a consultation in the Autumn term with their child's teacher to discuss attainment, progress and any concerns that school may have. In the Spring term an interim written report is sent to parents and a further consultation is offered to parents whose children are not on track to meet their ARE. At the end of the school year, a full written report is sent to parents communicating whether their child has achieved the expected ARE or if they are working below or at a greater depth for their year group.

Baseline assessments are used in the first six weeks of the Autumn term for pupils in Reception and they are assessed against the Early Learning Goals at the end of the year.

Pupils in Year 1 take the statutory Phonics Screening Check in June, pupils who did not meet the Threshold retake the test the following year.

Pupils in Year 2 take the Statutory Assessment Tests during May in Reading, Writing, Maths and Science.

Year 4 take GL tests (a recognised assessment tool) in Reading, Writing and Maths at the end of the school year and this information is used for transition purposes to the next school.

Behaviour

Good behaviour is expected during lessons. Teachers and Teaching Assistants use a consistent approach and follow the school's behaviour policy to reward; hard work, a positive attitude and good progress. If behaviour falls below the expected high standard then the sanctions section of the policy will be followed.

Marking

Each piece of work is acknowledged by the teacher to show we value the child's effort. Some pieces are marked in detail to help the child know its strengths and what they need to do to improve their work, see marking policy. Work is marked towards a learning intention or the success criteria for the lesson. Teachers are asked to give time at the start of a lesson, or at some point during the following days, for children to review the marking and, where appropriate, add their own comments and acknowledgements. Teachers are required to monitor their marking over time to ensure that the comments are influencing the outcomes of the children's work - particularly in writing.

Display

Children will derive much pleasure and benefit by having their work displayed. When possible samples of work will be mounted and displayed within the classroom or on other display boards throughout the school.

Pupil Premium

Money received from Pupil Premium is used directly to help the children it is intended for. Additional Teaching Assistant hours are available for these children - these sessions are guided by the class teacher with assistance from the SENCO.

Monitoring

The teaching of English will be monitored and evaluated by the subject leader and reported to the Headteacher. The whole school monitoring cycle will include English as a key subject for evaluating and key priorities or areas of improvement will become an action in the school development plan. The subject leader will meet with the link Governor for English for monitoring purposes.

Rushton is a dyslexia friendly school

As a dyslexia friendly school, we will provide quality teaching, differentiated as needed. We will identify and respond to unexpected difficulties, actively working to include all pupils so they can achieve in all areas of learning.

We feel that more children are successful when taught using dyslexia friendly teaching methods. By teaching in this way, we aim to make our teaching and learning fully accessible to all children. We will try to discover how the child learns best and use a variety of multi-sensory activities including practical activities and ICT, using eyes, ears, speech, fingers, to stimulate learning. We aim to enable children to use their strengths for learning while developing the areas they find more difficult.

Appendix 1 -

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf