

*Neatishead & Salhouse Federation Primary Schools*  
**English Policy**

### **The Policy**

English is not a discrete subject – language and literacy permeate the whole curriculum. They are tools that children need to access all subjects, they are fundamental to self-expression both spoken and written, and they are the key to communicating with the world around them. At Neatishead and Salhouse Primary Schools we recognize that development in reading, writing, speaking and listening are vital to every child's wider development, both in terms of curriculum demands and the development of the individual.

### **Aims**

Our aims in the teaching of English will be for children:

- To be effective communicators
- To develop a love of reading
- To become confident and successful writers

### **Delivery**

English is delivered in accordance with the New National Curriculum.

In the Foundation Stage we have a daily phonics lesson combining Jolly Phonics and Letters and Sounds. Letter formation is taught in a variety of ways, such as with paint, sand, in the air and on paper.

In KS1 there are daily literacy and phonics sessions. Opportunities for emergent writing and role play are built in to the planning.

In KS2 at least 5 hours are devoted to teaching literacy each week. This includes phonics, spelling, punctuation, grammar, handwriting, drama, guided reading and an experience of different genres. Pupils read for 10 minutes across the school every day.

### **Handwriting**

Handwriting skill are taught discretely in every class but practiced across other areas of the curriculum. Pupils join up their writing as soon as they are confident writers.

Specifics for teaching handwriting:

- **Yrs 1 & 2** – correct letter formation, capital letters and digits 1-9
- understand letter families
- correct sizing of letters and spacing
- **Yrs 3 & 4** – correct sizing of letters and spacing
- legibility and consistency
- **Yrs 5 & 6** – fluent writers
- personalized style
- choosing the correct implement

## **Computing**

Computing opportunities are used regularly for drafting, editing and presenting written work. Research can be carried out on the Internet. The use of email is in place as a writing tool and provides a contemporary connection with other schools and other personnel both nationally and internationally (linked to partnership schools) Microsoft office and PowerPoint are used by children in creating and drafting documents. We make use of microphones, video recorders, GPS tracking devices and e-books.

## **Grammar, Punctuation and Spelling**

- Grammar, punctuation and spelling are taught according to the New National Curriculum. More information can be found on our school website.

## **Teaching and Learning**

Speaking and listening is developed using assemblies throughout the school and opportunities for debate and responding orally within class discussions are a part of the normal school day. A good example of this is our circle assemblies where children are required to converse on a variety of subjects.

Writing is developed through shared and guided sessions and through supported composition (children writing together), through teacher modelling and scribing, all of which move children towards becoming independent, empowered writers.

Reading is taught through shared and guided reading supported by the New National Curriculum list of genres. There are independent opportunities to develop reading quietly and privately, and also within other subjects looking at varied texts – e.g. non-fiction for research.

Wherever possible, links are made with other areas of the curriculum.

Marking – Teachers make use of pink and green pens to encourage pupils' progress and point them to next steps in their learning. Pupil feedback is encouraged to promote dialogue about the work. Through drafting and re-drafting, pupils are encouraged to improve their own work.

## **Resources**

We have a library of current fiction and non-fiction and this is continually added to when finances allow. A selection of books banded for different reading levels is in school to support the developing individual reader.

Other resources used include visits by authors, Espresso, Wordsmith, Bug Club (at Salhouse)

## **Homework**

Homework is set as laid out in the Homework Policy. This is flexible and may be a piece of writing, planning, research, reading or learning spellings depending on the class focus for that week.

## **Home/school links**

Parents are always encouraged to hear their children read and to discuss their children's current reading material with them. At Key Stage 1, all children have reading records in which the teachers and parents can make comments.

At Salhouse, a home/school diary also provides a home/school liaison document. At Key Stage 2, pupils have a fortnightly 'big talk' which precedes their 'big write'

At Neatishead, at Key Stage 2, pupils' research, organize ideas, draft, edit and write. Discussion is included in this.

## **Additional support in English**

Some children will receive additional support in English and this may be delivered in any of the following ways:-

- SEN work continues throughout the school with as little disruption to the normal curriculum as possible, and addresses identified targets. This may be through in-class support with the teacher or the teaching assistant, or it may be for short withdrawn periods with the TA consisting of one-to-one support working towards targets.
- In the weeks before the Year 6 SATs, there may be 'Booster' classes for some or all children to give revision in English skills.
- Current interventions: Sound Discovery, 5 Minute Box, Literacy Toolkit, Rapid Writing, Talk Boost.

## **Assessment**

Teachers are continually assessing the children in their class using formative and summative methods to establish their progress, achievements and next steps. Children are assessed as either working below, at or above expected standards for their year group. There are specific types of assessment which are consistent throughout the school these include; fortnightly 'big write' tasks, Salford Reading tests, Rising Stars and end of year reading (at Salhouse) and Grammar, Punctuation & Spelling tests, KS1 & KS2 National Testing and Year 1 phonics checks.

Parents are invited to meet with teachers twice a year to talk about the outcomes of these assessments as well as their daily work in order to set achievable targets in reading and writing. Pupils in Key Stage 2 are involved in teacher/pupil conferences to set targets.

In the Foundation Stage and Year 1 a carefully planned phonics programme is followed which includes ongoing assessment to support children through the six phonic phases.

The teachers meet regularly to moderate reading assessments and writing samples. As a cluster, we also meet to moderate writing samples and reading observations to ensure assessments are accurate.

### **Equal Opportunities**

Wherever possible texts, visual images and class or whole school discussion explore differing perspectives – whether of race, gender, cultural background or faith.

### **Monitoring**

Teaching and learning are monitored by the Head Teacher, the Governors Curriculum Committee and the Communications team. An agreed focus is decided upon prior to observing a lesson, or scrutinizing planning or children’s work. Following the observed lesson, written and oral feedback will be given to the teacher and a positive dialogue encouraged with regard to a creative way forward. This is seen as a reflective process and part of an individual’s professional development.

### **Staff Training**

All staff have opportunities to attend INSET according to priorities identified by the School Improvement and Development Plan and individual needs.

Agreed by Staff .....18/01/2016.....

Agreed by Governors .....21/01/2016.....

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