



Cheadle Primary School - English Policy

Introduction:

This policy document is a statement of the aims, principles and strategies for the teaching and learning of English at Cheadle Primary School.

English contributes to the school curriculum by developing pupils' abilities to speak, listen, read and write for a wide range of purposes using language to learn and communicate ideas, views and feelings. It is our view that the pupils in the school should be taught in a safe, secure and stimulating environment enabling them to all to achieve their potential in the areas of English regardless of their gender or ethnic background.

Aims:

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding,
- develop the habit of reading widely and often, for both pleasure and information,
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language,
- appreciate our rich and varied literary heritage,
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences,
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas,
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Organisation and methodology.

English is a core subject of the National Curriculum. Reading, writing and spoken language are its three main focus.

The curriculum states that study of reading at Key Stages 1 and 2 consists of two dimensions: word reading and comprehension. Similarly, writing is to be taught considering two dimensions: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing considering spelling, vocabulary and grammar). It is essential that teaching develops pupils' competence in both dimensions.

Speaking and Listening is developed through:

- Story telling,
- Describing and listening to events and experiences,
- Speaking and listening appropriately to different audiences including peers, teachers and other adults,
- Speaking and listening appropriately in a variety of contexts across the curriculum,

- Group discussion and interaction,
- Drama and role-play activities,
- Reading aloud,
- Debate and presentation,
- Recital of poetry,
- Music.

Reading is developed through:

- Four taught reading sessions per week for children in Year 2,3,4, and 6. All lessons have a specific reading skill focus which is matched to an end of year objective,
- In EYFS and Year 1, children follow the Read Write Inc. programme as well as partaking in guided reading sessions,
- In KS2, children use the Accelerated Reader scheme, which assess children's comprehension of texts with quizzes after they have read an ability-appropriate book,
- A text based approach to teaching writing in every English lesson,
- Interventions and additional support for children who are not making expected progress,
- A wide range of books which allows for a flexible but structured approach,
- Pupils having access to a wide range of literature and non-fiction texts in classrooms and the school library,
- The use of ICT based reference materials in the form of television, video and computers,
- Daily sessions of independent reading when pupils have the opportunity to read, enjoy and share texts with other pupils and adults,
- The involvement of parents, in and out of school, thereby ensuring a home/school commitment to the encouragement and value of reading,
- Pupils being able to borrow books from the school library during their allocated time slots.
- The holding of book fairs,
- The encouragement of reading for pleasure.

Writing is developed through:

- A text based curriculum for Nursery, Reception, Year 2,3,4,5 & 6,
- The Read Write INC. writing programme for Year 1. This is supplemented with writing opportunities in other subjects,
- The Read Write INC. programme for the teaching of phonics and spellings for Nursery, Reception and Year 1,
- The Babcock No Nonsense Spelling programme for Year 2 ,3,4,5 and 6,
- The provision of a wide range of purposes for writing, including communication with others, exploring experience and organising and explaining information,
- The provision of opportunities to practise a wide range of forms of writing, including narrative, poetry, reports, instructions, captions and lists, persuasive writing and play scripts,
- Providing opportunities to write appropriately for a range of audiences,
- Teaching pupils the main rules and conventions of written English,
- Teaching pupils to be self-critical and to use planning, drafting and editing processes to improve their work,

- Teaching pupils to use a legible style of handwriting and making them aware of the importance of clear, neat presentation in order to communicate effectively. The use of a cursive handwriting script provides guidance for consistency of form across the Key Stages,
- Teaching pupils to control their speaking and writing consciously and to use Standard English. They are taught to use the elements of spelling, grammar, punctuation and language as stipulated by the curriculum.

All pupils take part in a daily English lesson, which covers the objectives for English as set out in the National Curriculum. Extra opportunities for pupils to practise and extend their skills are provided and linked to other curriculum areas wherever possible.

Pupils are taught as individuals, in groups and as classes. The key skills are approached in varied and systematic ways in order to ensure that pupils have a wide range of strategies at their disposal. Various approaches are adapted and integrated to meet the needs of the individual. A flexible approach is taken in the use of different methodologies and materials.

Ability and mixed ability groups are used for different purposes and planned to meet specific objectives. However, most children work in mixed ability for groups in English to encourage high expectations for all children in line with the end of year of expectations.

English homework is set every Friday and is handed in on a Wednesday. It is used to support the English curriculum and can have writing, grammar or reading focus. Spellings are handed out every Friday and children are tested the following week. Parents are informed of the children's scores. Children are expected to read regularly at home and this is checked by the teachers.

Pupils with Special Needs.

Pupils with diverse learning needs are provided for through:

- Teachers planning for the pupils full participation,
- Setting high expectations,
- Providing opportunities for all pupils to achieve,
- Creating effective learning environments,
- Providing equality of opportunity through teaching approaches,
- Setting learning targets,
- Liaison with SENCO and the development and delivery of appropriate CSPs/ ISPs,
- Liaison with outside agencies, e.g. psychological services,
- Appropriate intervention (As set out in the Code of Practice),
- Allowing pupils access to specialist equipment and approaches where necessary,
- Delivery of intervention programmes; such as Fischer Family Trust reading, Better Talk Partners,
- Liaison with the adviser for gifted and talented pupils,
- Continuous consultation with and involvement of parents,
- Using a range of dyslexia friendly strategies as per our school's Dyslexia Friendly Policy.

Planning.

Planning for English is completed at four levels:

1. A whole school English overview- ensuring coverage and a progression of skills.
2. Half-termly overviews for each year group linking all subjects with a theme. Each theme has a text focus.

3. Medium term unit plans with a text -based focus.
4. Weekly plans

Planning is completed using the guidance of the National Curriculum and is monitored regularly by the senior leadership team and English coordinator to ensure curriculum coverage.

Assessment and Recording.

Pupils' development in English is constantly monitored and assessed in order to inform future planning, teaching and reporting.

Otrack is used by class teachers to input whether a child has not understood, is working towards, has achieved or has mastered an objective.

Senior leadership has access to this data and parents receive a half-termly report.

All assessments are passed to the receiving teacher at the end of the academic year.

For all aspects of English, staff indicate pupils' strengths and highlight weaknesses that are then used to inform future learning targets.

Assessment of Speaking and Listening.

Pupils' progress in speaking and listening is assessed informally using a variety of methods in differing situations, through:

- Shared text work.
- Word/sentence level work.
- Independent and collaborative work.
- Group and whole class discussion and interaction.
- Debate and presentation.
- Drama activities.
- Independent play activities.

Assessment of reading.

- Class teachers regularly input reading assessment into Otrack.
- Pupils' reading behaviour (attitude to reading, chosen texts etc) is observed and noted by the class teacher or other adults, taking account of reading both in school and at home.
- Pupils' progress in reading is assessed through reading sessions.
- Statutory assessment of reading occurs at the end of each Key Stage. The results of these assessments are monitored closely in order to inform targets for subsequent year groups.
- Children complete a PIRA reading test once a term- reading ages and standardised scores are monitored.

Assessment of writing.

- Class teachers regularly input reading assessment into Otrack.
- Pupils' writing is assessed regularly against the appropriate learning objectives as detailed in the national curriculum.

- Pupils' progress in writing is assessed through writing opportunities in English and across the curriculum.
- Pieces of annotated work are kept to mark pupils' progress in writing and this again forms part of the assessment portfolio and informs the writing of reports to parents.
- Moderation of writing takes place within and across year groups. Writing is also moderated across the local cluster schools.
- Children complete a spelling assessment every year.

Monitoring and Evaluation.

The Head teacher, School Improvement Group and English Co-ordinator manage a programme of monitoring and evaluation of the teaching and learning in the school through:

- The implementing of a monitoring cycle,
- The monitoring of medium and short term planning,
- Lesson observations,
- Staff consultation,
- Book scans,
- Analysis of SAT results,
- Analysis of Otrack data,
- Moderation of teacher assessments.
- Monitoring of standards in writing and subsequent setting of targets.

The Role of the Co-ordinator.

The co-ordinator will:

- Conduct regular discussions with Staff about their professional development needs in the delivery of the national curriculum,
- Target issues that occur, on a whole school basis, through staff meetings and designated INSET days,
- Provide support, using a range of possible methods, if staff members have particular needs or concerns,
- Give guidance to support staff as to their role,
- Monitor planning,
- Develop appropriate assessment arrangements, including records,
- Oversee and monitor end of Key Stage and end of year assessments,
- Oversee parental liaison in the area of reading,
- Co-ordinate the purchase of resources and be responsible for their organization,
- Oversee the running of the school library.

Classroom Organisation and Resources

Each year group plans together and shares resources.

EYFS and Key Stage 1 home readers are centrally based and are matched to their reading level in line with their RWI groups/ the reading recovery scheme. At KS2, the Accelerated Reader scheme is used to level and assess the children's reading ability.

The aim is to give staff a wide variety of media to call upon to maintain variation and stimulation. Every class in KS1 has their own supply of class library books.

Classes have access to the school library, which is stocked by school, and County Library Service Fiction/Non Fiction.

Group readers, topic books and big books are also available (on a termly basis) from the Library Service.

There are centrally based English resources available in the staff room.

Computer software is available throughout both Key Stages with access to resources on the Internet , Espresso and Education City in most classrooms. Classrooms have interactive whiteboards and access to RWI resources.