

ALDINGBOURNE PRIMARY SCHOOL

ENGLISH POLICY

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

Entitlement

All children will be taught the skills, knowledge and understanding of English as laid out in the National Curriculum Programmes of Study.

Aims

Speaking and Listening

It is our aim that children will

- * Develop as confident and fluent speakers
- * Be able to express and clarify their own ideas and opinions
- * Be able to listen with understanding, empathy and enjoyment
- * Adapt their speech in a range of circumstances and for a range of audiences
- * Use the vocabulary and grammar of Standard English

Reading

It is our aim that children will

- * Read a stimulating range of fiction and non fiction material with fluency, understanding and enjoyment
- * Progress towards being able to select reading materials that are suitable for their age, understanding and interests
- * Understand that reading is necessary for their personal lives and that this understanding will give purpose and meaning to their reading
- * Read for pleasure and develop their own tastes and preferences as readers and be able to talk about their opinions with others
- * Be able to select appropriate information from a range of sources including I.C.T. based material

* Writing

It is our aim that children will

- * Learn to write with confidence, fluency and accuracy
- * Develop a neat and legible handwriting style
- * Develop as confident and competent spellers
- * Value writing as a means of organisation and communication
- * Develop their creative skills to enable them to plan and 'craft' their writing as an author
- * Have the skills to edit and make improvements to their writing before publishing

Strategies for the teaching of English

The teaching of reading and writing is based on the 2014 national Curriculum which has been adapted in order to complement our termly topics at Aldingbourne Primary School.

In each class English teaching will include time for

- * Whole class shared reading or writing
- * Whole class word or sentence level work (Phonics and GAPS)
- * Guided group work
- * Independent work
- * Plenary session
- * Paired work

Shared Reading or Writing

Shared reading and writing provides opportunities for pupils to learn, apply and reinforce skills in the context of a larger group with careful guidance from the teacher.

Teachers will use a wide range of teaching strategies including,

- * direction
- * demonstration
- * modelling
- * scaffolding
- * questioning

- * initiating and guiding exploration
- * investigating ideas
- * discussing and debating
- * creative-teacher in role

Shared Word or Sentence Level Work

In *Key Stage 1* every class has a phonics morning once a week. This time provides opportunities for systematic, regular and frequent teaching of phonological awareness, phonics and spelling through an ALPS-based approach.

In *Key Stage 2* every class also has a weekly session dedicated to spelling and vocabulary work **and** the teaching of grammar and punctuation.

Guided Group Work

In guided group work the teacher focuses on **guiding and supporting** the children in their reading and writing following on from a shared reading or writing session.

Guided Reading

Guided reading at Aldingbourne takes the form of *Literature Circles*. These are carried out by our trained TA's.

In *Key Stage 1* group reading activities occur as part of the children's topic work.. All children will read the same text which has been selected as it is a quality text that encourages plenty of discussion. The group reads and discusses the text with the TA at their own level, focusing on understanding of the text and comprehension skills. Reading is stimulated by visiting the whole school library day and engaging with books in the E-zone.

In *Key Stage 2* literature circles happen outside of literacy lessons. The group may choose their own text from a selection and will work with the TA weekly until they complete the book. The same principles apply but as pupils progress, they are given sections of the book to read as homework, in order that the majority of their session time is focused on responding to the text as a group. TA's may also set other pieces of homework related to the text.

Guided Writing

This work will normally be linked to each class's topic or book study and will often flow from work in the whole-class shared session. This time should be used to meet specific objectives and focus on specific aspects of the writing process, and talk for writing is embedded throughout this process.

In *Key Stage 1* pupils are taught to write through using an emergent approach to

writing. As they develop as writers they are extended to use word finders and simple dictionaries, and learn to make improvements to their writing through proof-reading and editing.

In *Key Stage 2* there is an emphasis on the whole writing process: planning, proof-reading, editing and improving and where appropriate, publishing a polished piece.

Independent Work

Independent tasks cover a wide range of objectives including,

- * independent reading and writing
- * phonic and spelling investigations and practice
- * reading comprehension work
- * note-making
- * reviewing and evaluating
- * proof-reading
- * editing and improving
- * vocabulary extension and dictionary work
- * practice and investigations in grammar, punctuation and sentence construction

Plenary Session

The plenary session is used to

- * enable the teacher to spread ideas, re-emphasise teaching points, clarify misconceptions and develop new teaching points
- * enable pupils to reflect upon and explain what they have learned and clarify their thinking
- * enable pupils to revise and practice new skills
- * develop an atmosphere of constructive criticism and provide feedback and encouragement to pupils
- * provide opportunities for the teacher to monitor and assess the work of some of the pupils
- * provide opportunities for pupils to present and discuss key issues in their work

The Reception Class

In Reception the children are taught through the EYFS. The Reception Class has a literacy morning which includes the elements of Shared reading and writing, Guided Group work, Independent work and a plenary session. The Reception Class also has a phonics morning focusing on phonological awareness, spelling and punctuation. Our school phonics scheme is "Song of Sounds"

Additional English Teaching

Reading

In addition to the work in Literacy sessions, Reading is also addressed through,

- * Book Studies – all classes have a termly book study in which they immerse their class in the study of a high quality text for a number of weeks. The texts are chosen carefully by each class teacher to provide a wealth of reading, writing and spoken language opportunities at a challenging level for each class.
- * Storytimes – all classes hearing complete high quality books or novels which are chosen to complement and support work within the classroom or because they are high quality texts
- * the individualised home/school reading programme
- * our annual school book week
- * book buddy time
- * visiting the school library
- * using project loan books from the local library
- * Book Worm reading groups from our cluster group in year 6.
- * Reading challenges that children can take and do in their free time.
- * Reading raffle for reading 5 x weekly –entered into a draw to win a book.

Writing

In addition to the work in Literacy sessions, Writing is also addressed through,

- * Whole class handwriting lessons apart from years 5/6 – handwriting practiced through daily spellings.
- * Additional time for extended writing
- * Spelling activities when the children arrive at school and phonics/spelling homework from YR–Y6
- * Topic related activities
- * Termly book studies (see above)

Speaking and Listening

Speaking and Listening skills are developed through,

- * Talk and exploration of ideas at every stage of the reading and writing process
- * Regular story times where children listen attentively and are encouraged to respond appropriately
- * The use of drama and role-play to explore imaginary situations
- * Opportunities to read aloud and perform literature and poetry
- * Literature circles where children will be encouraged to express their ideas and opinions in a secure, relaxed group situation
- * Regular visits to the school by members of the local community and the wider world
- * The use of circle time and PSHCE lessons to explore their own feelings and empathise with the lives and feelings of others

Assessment, Recording and Reporting

Regular forms of assessment are used to guide the progress of individual pupils in English. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and therefore what should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching and through internal and external moderation.

Records of progress in English for each child contain:

- * Assessment against the EYFS Profile on entry to Reception to identify children's needs
- * In the EYFS Tapestry is used to make observations of children in all areas of the curriculum, including 'Communication and Language' and 'Literacy'. These are then shared with parents and parents can share their own.
- * Pupil tracking across every year group
- * A home/school reading diary provides a record of books read at home and in school and the children's responses to their reading
- * SAT's tests in Year Two and Year Six in reading and GAPS
- * Non-statutory tests in Year 3,4 and 5 also assist with our assessment in reading and writing progress
- * Termly assessments in independent writing kept in individual pupil's 'Book of Best Work'

- * Pupil's literacy targets which are written and assessed half termly, these are sent home to parents via their school report.

Reporting to parents is done on a termly basis at Parent's evenings and termly through a written report

Special Needs

Any child considered to have speech difficulties will be referred with the parent's consent to the speech and language service by the school SENCO.

Children who are considered to be experiencing difficulties in reading and writing will be identified as early as possible to ensure support is given. Consultation between the class teacher, SENCO and English coordinator will aid the identification and support process.

Use of specifically trained T.As to support children – where appropriate class T.A will work with children from their class.

Gifted & Talented

Gifted and Talented pupils are identified and catered for in daily differentiated planning. They are often encouraged to plan how they write in different genres and unusual ways to allow even more opportunities for independence and creativity.

Wherever possible, opportunities for children to develop their strengths and areas of interest outside of school are sought/applied for.

Policy Review

Annually

Last reviewed December 2019