

MILFORD PRIMARY SCHOOL

ENGLISH POLICY



Vision Statement

Milford school sits at the heart of the community, where all involved strive for excellence. Each child is supported in their learning journey and the fulfilment of individual potential.

Care, share, respect and learn

September 2016

1. Philosophy

1.1 The implementation of this policy is the responsibility of every member of the teaching staff.

1.2 At Milford we aim to help children develop a love for the English language through the spoken and written word. We recognise that English is a core subject within the National Curriculum and a pre-requisite for educational and social progress. Mastery over language empowers children to communicate creatively and imaginatively as well as allowing them engagement with the world at large. In doing this we aim to develop the children as lifelong learners as outlined in our Vision Statement.

2. Aims

2.1 At Milford we hope to ensure that during and by the end of the Primary stage every child:

- Has his/her horizons widened through the enjoyment of literature and understands its power and its uses for later life.
- Knows that English has a high profile in the school and knows the reasons why.
- Has a sound knowledge of how the English language works and is able to discuss its structure with suitable technical language.
- Gains the ability to speak effectively, for a variety of purposes and for different audiences.
- Is able to listen, understand, reflect critically and express views on whatever is said or read to them.
- Is able to use talk for planning and decision making across the curriculum.
- Has a secure phonic understanding which supports reading and spelling and can be used independently.
- Can read fluently, confidently and with understanding a wide range of poetry, fiction and non-fiction.
- Is able to make use of the library, and is able to gain information from both non-fiction texts and computers, and go on to report this information to others or use it for a variety of purposes across the curriculum.
- Has been given the opportunity to study and reflect upon a wide range of structures of stories, poems, frameworks, planning and editing techniques so that they can draw on these to support their own independent writing.
- Is able to write fluently and confidently in a range of genres for a variety of audiences.
- Can use writing as a planning skill to clarify their thoughts on issues across the curriculum.
- Is able to write neatly and legibly.
- Can give informed thought to the best way of publishing their work.

3. Time allocation

3.1 The children experience English on a **daily basis** with aspects of this closely linked to the **creative curriculum**.

4. Planning

4.1 All teachers plan weekly using objectives from the English Programmes of Study, making cross-curricular links with the foundation subjects to support our creative curriculum approach.

4.2 They will:

- Identify the learning objectives
- Identify the texts to be used
- Identify the appropriate teaching and learning strategies required
- Provide balance and variety in terms of content and organisational learning opportunities for the children, including ICT
- Assess and plan for the specific needs of the children whilst adhering to the progression laid down in medium-term plans
- Specify the role of any Classroom Assistant

5. Teaching and Learning

5.1 Refer to Teaching and Learning Policy.

6. Speaking and Listening

6.1 Entitlement The English Programme of Study for Spoken Language is covered throughout the school. In addition this policy is implemented as appropriate in the EYFS Framework.

6.2 Implementation Great emphasis is placed on developing speaking and listening skills in the Foundation Stage. Here, speaking and listening is encouraged in the context of structured and directed play.

6.3 There are many opportunities to develop Spoken Language skills, both during the English lessons and in all other subject areas. In all classes we try to create an appropriate environment, which encourages **oral responses**. At different times pupils will have the opportunity to be involved in:

- Drama, role play and song (including the use of puppets, masks and small world play)
- Responding to text (individually and with Talking Partners)
- Self and Peer assessment (including their own and other children's)
- Paired and group work (eg text marking, spelling investigations, word sorting)
- Giving and responding to instructions
- Oral presentation (producing and presenting own books, comics, newspapers, adverts)
- Responding to and asking questions (interviewing, explaining, describing, deducing)
- Discussion (eg circle time)
- Responding to non-textual materials (eg feely bags, artefacts)
- Listening to the teacher reading fluently and expressively

- performances
- Reading their own work to a group or the whole class
- Telling stories from a variety of sources
- Listening to the responses of others
- Hot-seating characters from texts
- Freeze framing story scenes
- Using multimedia resources to listen to and make stories
- Sound walks
- Developing new vocabulary
- Reviewing and evaluating what they have achieved in the plenary session

6.4 All areas are covered during the course of an academic year. The particular emphasis of coverage will vary across the year groups, with respect to the appropriate nature of the area of focus.

6.5 No specific commercial scheme is used for Spoken Language.

6.6 Some speaking and listening activities are planned around the use of information technology. The computers, video and digital cameras and Easi-speak microphones are used to facilitate this.

6.7 Children have the opportunity to respond to stories from a variety of cultures. Activities are planned to ensure equal access for boys and girls.

6.8 Spoken Language is continually assessed informally and levelled at the end of each Key Stage.

7. Reading

7.1 Introduction The progressive development of reading skills in the primary phase of education is crucial to the successful access to the rest of the curriculum. This possibly makes reading the highest priority within a Primary school. The staff at Milford Primary School recognise the importance of a successful approach to reading, and the acquisition of the skills connected with English. We also show children how literature is a source of enjoyment and try to help them become readers for life.

7.2 Entitlement The Programmes of Study are covered fully at each Key Stage. Additionally, this policy is implemented in the Foundation stage in accordance with the EYFS Framework.

7.3 Implementation - The teaching and learning of reading takes place during shared and guided reading and independent activities.

7.4 During shared reading the teachers model reading techniques and strategies, using a variety of texts in different forms and the IWB where possible, and involve the children through differentiated questioning. KS2 also use individual copies of the text for shared reading enabling independent highlighting, annotation and text marking.

7.5 In KS1 the 'Read, Write Inc' scheme is used to teach different aspects of reading, writing and spelling. This scheme is also supported by Primary Strategy 'Letters and

Sounds' document. Children are taught how to identify phonemes in spoken language and the different ways these sounds are represented by letter and letter combinations. In addition children are taught the correct letter names.

7.6 At Milford we believe that in the early stages of reading teaching **key words and phonics in a systematic way** is essential for progress. In word level work children are taught a process that will help them read independently.

7.7 Additional work embedding key words with targeted children takes place at opportunities outside the English lesson, with teaching assistants, whenever possible.

7.8 In all years, Guided Reading is taught in ability based groups. Guided reading allows the children a longer and more focused reading time per week and it allows the teachers to monitor and observe reading behaviours as well as teaching and reinforcing key skills. Guided reading texts are chosen to support the topic and/or to match the ability of the specific group, linked to the range being taught in the shared text work (e.g. non-fiction, poetry, traditional stories). Independent activities are English-based with close links to the learning objective of either the shared read/write or word/sentence sessions of that day.

7.9 The school uses the 'Oxford Reading Tree', 'Jelly and Bean' and 'Read, Write Inc' reading schemes. Initially the Foundation Stage children take home a picture book to read **with** their parents. When they are ready, they have 'Key Words' to practise at home and have a scheme reading book when they are ready to formally start reading. The Key Stage 1 children all have a scheme reading book which they take home daily to read to their parents/other appropriate adults at home.

7.10 Children throughout the school are encouraged to enjoy reading and are given the opportunity to share a wide range of reading material. All children are encouraged to develop an awareness of audiences when they are reading aloud. They are given the opportunity to read to a variety of audiences, including their peers, younger children, assemblies, adults and visitors to the school. Teachers supervise and monitor the changing of children's home/school books.

7.11 Reading records are used to monitor progress. The books on same colour band are listed together. As a child works through the books (as directed by the teacher) that book is deleted from the list. This process becomes increasingly independent as the children move through the school. Once a child has completed the reading scheme they begin to keep their own record of books read through their Reading Record. Flexibility is important in monitoring children's progress through a stage; upon completion of a stage a child may not automatically be ready to start the next stage. Similarly, it may not always be appropriate for a child to read every book on each stage before progressing.

7.12 The children's reading progress is monitored in the guided reading session.

7.13 Assessment and Recording A baseline assessment takes place in the Foundation Stage; children's progress is monitored throughout the year and they are assessed again at the end

of the year against the Early Learning Goals. KS1 and KS2 children are assessed continually by teacher assessment supported by more formal assessments at the end of each term. Each term progress is recorded on the school tracking system. The reading books are colour-coded accordingly and progress through the colour bands is recorded. A record is kept of books that have been read. Analysis of tracking for assessment informs the staff which children need targeted support.

8. Writing

8.1 Introduction This school regards writing as a skill that is central to the successful education of its pupils. Writing permeates, and allows access to, a huge part of the National Curriculum. As such, its teaching and development throughout the school are of great value. Within the skills associated with writing, the school recognises the importance of the teaching of spelling, punctuation and grammar, to allow the children to better understand their own writing. The children also need to develop a wide vocabulary in order to clearly express their feelings and engage the interest of the reader.

8.2 Entitlement The Programme of Study for Writing is covered fully at each Key Stage. Additionally, this policy is implemented in the Foundation Stage in accordance with the EYFS Framework.

8.3 Implementation The teaching of writing will be taught by modelling during shared writing and then by intervening and teaching at the point of writing, during guided writing.

8.4 Emphasis is placed on preparing children for writing by making close links with reading and speaking and listening. Shared reading, independent activities, and 'talk for writing' are included in planning to support independent and/or guided writing.

8.5 Children are taught to write in such a way as to promote their progression from 'emergent' writing towards 'independent' writing. (Emergent writing is a young child's attempt to communicate in the written form, but which may not contain any recognisable letters or words. Independent writing occurs when the child's writing progresses to the use of recognisable words).

8.6 In Reception, children have the opportunity to develop as emergent writers through play and structured writing sessions, which focuses their hand/eye co-ordination. Correct letter formation and left to right orientation is taught alongside the teaching of phonemes. In KS1 this continues to take place through play and structured writing sessions alongside direct teaching of writing through shared and guided writing.

8.7 Children's independent writing is 'scaffolded' or supported according to their needs. Children are moved towards an ever-increasing level of independence in their writing.

8.8 Meaningful writing projects are planned at the medium-term planning stage, linked closely to either English texts or the Creative Curriculum topics. We aim to ensure that children will write a balance of fiction, non-fiction and poetry.

8.9 Children work over a one or two week period up to a piece of extended writing. Each piece of extended writing will be marked following the marking policy and include a developmental comment from the teacher for the child to respond to. Some pieces of work may be presented in a published format (for display, class book, individual books, newspapers etc.).

8.10 Drafting, Editing, Redrafting and Presenting In Reception and Key Stage 1, teachers model oral rehearsal as part of the writing process. During shared and guided writing teachers model editing for spelling, punctuation and some content improvement (eg adding adjectives, choosing better words). Children are actively involved in structured editing working with Talking Partners during shared writing. More able writers may work with Talking Partners to edit their work during independent writing activities.

8.11 In Key Stage 2 the skills of independent assessment of children's own work are developed. This may involve proof reading alone or with a Response Partner. This will continue through Key Stage 2 increasing in the levels of both independence and sophistication. The children are taught to plan, draft, proof read for spelling and punctuation, revise content and present a final copy of their work.

8.12 Whiteboards are a valuable resource in the planning and drafting process.

8.13 Punctuation and Grammar Punctuation and Grammar are taught in the context of preparation for Writing, work being differentiated to meet the needs of individual pupils.

8.14 Assessment A baseline assessment takes place in the Foundation Stage; children's progress is monitored throughout the year and they are assessed again at the end of the year against the Early Learning Goals. KS1 and KS2 children are assessed continually by teacher assessment supported by more formal assessments at the end of each term. Each term progress is recorded on the school tracking system.

8.15 Spelling In Reception and Key Stage 1, phonemic awareness continues to be taught through 'Letters and Sounds' and 'Read, Write, Inc.' activities delivered to differentiated groups either at the beginning of the day or during the later timetabled sessions. Irregular high frequency words, which are not covered through a phonic approach, are learnt using a variety of cueing strategies. Irregular high frequency words, digraphs and trigraphs are also learnt as 'units' through joined handwriting. Phonemic awareness and spelling are given weekly as a homework activity and then tested. This encourages parental involvement and awareness of the level of their child's progress. Challenging words are also displayed around the classroom to support children's spelling (see 'Learning Environment').

8.16 At Key Stage 2 spelling takes an investigative approach. Children are taught to use a range of different cueing strategies. Spelling activities are taught in a variety of ways, which may include as a shared class activity, investigational work and independent activities. Homework may take the form of a list of words, activity sheets, crosswords, games or word puzzles.

8.17 In the Foundation Stage, children are continuously assessed on their knowledge and spelling of phonemes. As appropriate, children are assessed on individual spelling assessment sheets.

9. Handwriting

9.1 Introduction Handwriting is a skill that permeates an enormous part of the wider curriculum and is, therefore, of considerable significance in the education of our children. Whilst it is not a skill dependent on intelligence, it is apparent that presentation and style of handwriting can be an influential element in the assessment of a child's work. It is with this in mind that we propose to place a considerable emphasis on the teaching and development of a comfortable and appropriate style of handwriting and presentation.

9.2 Entitlement The English Programme of Study for handwriting is covered fully at each Key stage and opportunities for Writing are planned in line with the EYFS Framework.

9.3 Implementation The teaching and practising of handwriting skills takes place at least once a week throughout the school. In the Foundation stage and in Key Stage 1, this is predominantly concerned with the development of good letter formation. At Key Stage 2, these skills are built upon to promote a neat, legible and comfortable cursive and printed style of handwriting. In particular, the preparation and presentation of the 'final draft' of a piece of work is promoted.

9.4 Children are encouraged to write in a regular style, as taught. However, we realize that children will develop some individuality in style. This is only corrected if a child's handwriting is becoming too far removed from an acceptable, fluent, legible style.

9.5 Parents are informed about basic letter formation as the child enters school and are provided with the appropriate information. Children will begin to join their handwriting during Year 3.

9.6 Appropriate provision is made for left-handed children.

9.7 Children are shown how to hold a pencil comfortably and are encouraged to adopt a comfortable and appropriate posture when writing.

9.8 In the Early Years, children develop their gross and fine motor control (through painting with large brushes, whole body movements, threading, playdough). The language of movement is also taught through talking about movements children make (eg in P.E., outdoor play). Children experiment with letter formation through play based activities (eg making pattern in sand, using finger paints, sprinkling glitter etc). Children write with a range of implements and on different surfaces and types of paper. As they near school age they begin using pencils more frequently and are aided by pencil grips. During Key Stage 1, the children will continue activities to develop their gross and fine motor skills (as above). The language to talk about shapes and movements is linked more closely to handwriting movements. Children are taught letter formation through the three basic letter shapes, as exemplified by l, c and r. Children continue to use a range of implements and types of paper.

9.9 A holistic approach to learning phonics and handwriting together is an ideal basis for emergent writing because children become used to thinking about letter shapes and sounds together. When digraphs are taught phonetically the formation of the letters as one joined unit will reinforce both. Milford Primary School – English Policy September 2014 Signed: Gill Taylor (Chair of Governors) 9

9.10 During Key Stage 2, a joined fluent handwriting style is developed. When children are in Y5 and have developed a neat legible style, they are awarded a pen licence, which they can then use in a variety of writing activities. Y6 are expected to use a pen for all writing activities.

9.11 Modelling of handwriting and letter formation will take place during shared writing and during word level work in the English lesson. Children can use whiteboards and skywriting to reinforce the letter shapes. Predominantly handwriting will be taught and practised outside the English hour. Short, frequent sessions are most effective, concentrating on developing accuracy, fluency and speed.

10. Other Issues

10.1 Learning environment At Milford Primary, we provide our children with a language rich environment.

10.2 Each teacher provides a book corner containing a wide range of high quality texts. All reading resources are attractively displayed and organised so that children find it welcoming and easy to use and it gives them a positive view of literature. Books which are most appropriate for the terms work e.g. a certain genre to be covered or books covering a specific topic being covered in another curriculum area, may be made prominent and displayed attractively around the room.

10.3 Each classroom has a Working Wall which is consistently dedicated to English. This will not only display completed work but will also be a place to display work which is being developed as part of a planned unit of work or topic. The latter may include charts about reading, writing, spelling, drafted class work or lists of language features and characteristics for a particular genre. This part of the display will be constantly changing and is designed to work as an aid to the children in carrying out their independent activities or extended writing.

10.4 Charts that are compiled over the term (such as a collection of interesting words, expressions, similes from current reading, synonyms for "said" etc.) are displayed in classrooms so that they are an aid to children in any written activity.

10.5 Classroom Organisation and Management Through effective classroom organisation, the teachers aim to create an environment in which children feel secure, happy, motivated and challenged in their English learning and they are made to feel that their achievements are highly valued. This is achieved in the following ways:

- Teachers plan for whole-class, group, paired and individual work.
- Teachers plan to use ICT as an effective resource to teach English.
- Teachers ensure that routines are established firmly in the classroom and are consistently managed.
- Effective PHSE strategies are used to develop appropriate behaviours so that children learn to work with and alongside others.

- Wherever possible classrooms offer opportunities for the children to browse during independent activities to read and use displays, lists, charts and shared writing etc.
- The book corner is attractive and well resourced so that it can be used effectively as part of learning.
- Equipment is stored in ways, which can involve the children in helping to keep things tidy. Each classroom has a range of dictionaries, thesauruses, word banks and spelling games.
- Wherever possible children are able to access computers for reference or drafting and recording.
- Wall of Fame to celebrate achievements and involve parents through written invitation to view work.

10.6 Parental Involvement Particular emphasis is placed on establishing and maintaining a strong sense of partnership between the school and home. The school recognises and values the enormous potential of parental involvement in the acquisition of reading skills. As such, parents are encouraged to participate on a regular basis in the reading development of their children. Their opinions, support and help in school are sought and valued.

10.7 Homework Refer to the Homework Policy.

10.8 Entitlement/Equal Opportunities Further reference should be made to the Equal Opportunities policy.

10.9 All children have an entitlement to English learning regardless of ethnicity, creed, culture, ability, gender or social background.

10.10 All teaching materials and children's text and fiction books are checked for negative gender or cultural stereotypes.

10.11 Teachers are sensitive to children's background, both social and economic and availability of resources (e.g. dictionaries and other resources) or technology when setting homework.

10.12 SEN

- All children will have full access to the teaching and learning of English. Any intensive additional support that is required will take place during the school day, as appropriate.
- Differentiated activities will be given to support less-able and extend more-able pupils.
- Children with learning difficulties will be diagnosed and have provision made for their particular needs.
- There will be additional English support sessions, booster classes or extra guided sessions as appropriate.

- Where necessary outside agencies will be involved such as the educational psychologist. Parents will be kept informed and encouraged to assist in helping support their child's learning at home.
- Adult helpers will be used in school to support groups/individual children.

10.13 Resources

- A wide variety of Big Books are available and are stored in both the KS1 and KS2 classrooms.
- Guided Reading books are banded according to the National 'Book Banding' system and stored in the 'Zone' Classroom.
- Reading books, which are taken home, are stored in each classroom. Read, Write Inc., Oxford Reading Tree and the 'Jelly and Bean' schemes are used and there are also a wide variety of chapter books, picture books and non-fiction books available for individual reading.
- The school library is situated in The Zone where there are non-fiction books which can be used during topic work.

10.14 Monitoring and evaluation

The following will feed into the English Development Plan:

- Monitoring of short/medium-term planning
- Data analysis
- Work scrutiny
- Classroom observation and feedback
- Learning Walks

11. Review

11.1 The Head Teacher and staff will review this policy every two years in accordance with the development priorities stated in the school's Improvement Plan, and by governors as part of their regular review cycle.

Date Autumn **2016**

Signed (Chair of Governors) **Gill Taylor**

Next review - Autumn term 2018.