

Purpose

- To promote a shared love and understanding of literacy;
- To establish an entitlement for all pupils;
- To establish high expectations for teachers and pupils
- To promote continuity and coherence across the school.

Aims of the school

At Nanpean Primary School, we believe that communication, both oral and written, is the key to educational progress, to social integration and to personal development and happiness. Literacy is about the development of fluent readers, confident writers and effective speakers and listeners. We believe that it is the right of every child to become a competent and confident user of the English language.

The school aims that all children:

- Communicate clearly and confidently, expressing opinions, adapting talk to audience and purpose, using appropriate gesture, intonation and register in order to engage the listener.
- Listen to others, take account of the speaker's talk, respond thoughtfully and demonstrate the skills necessary for effective speaking and listening.
- Develop the necessary skills to read confidently, fluently and with enjoyment and understanding.
- Read a wide range of genre and be able to process information that is presented in a variety of forms, including multimodal texts.
- Demonstrate effective research skills, confidently reading a range of information based material from a variety of paper and digital sources, e.g. factual books, websites, encyclopaedia etc.
- Enjoy writing and recognise its value as an essential communication tool.
- Write confidently in a range of forms, for different purposes and audiences.
- Demonstrate accurate use of spelling, grammar and punctuation.
- Present written work neatly and demonstrate handwriting that reflects the principles and guidance set out in the scheme used at our school (Penpals).
- Use ICT skilfully and appropriately, exploring opportunities to create different pieces of multimodal literacy.

Mission statement

At Nanpean Primary we will provide every child with a safe and healthy environment in which to learn and develop the skills they need to be positive members of the community.

Spiritual, moral, social and cultural development

The teaching of English provides all children with opportunities to develop their SMSC awareness, including;

- Promoting an expressive and/or creative impulse
- Encouraging pupils to explore and develop what animates themselves and others
- Encouraging pupils to reflect and learn from reflection
- Exploration of their own and others' views

- Developing an open and safe learning environment in which pupils can express their views and practice moral decision-making
- Reinforcing the school's values through images, posters, classroom displays, screensavers, exhibitions
- Relating well to other people's social skills and personal qualities
- Working, successfully, as a member of a group or team
- Encouraging pupils to work co-operatively
- Providing a conceptual and linguistic framework within which to understand and debate social issues
- Having an understanding of the influences which have shaped their own cultural heritage
- Using language and understand images/icons – for example, in music, art, literature – which have significance and meaning in a culture
- Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Developing partnerships with outside agencies and individuals to extend pupils' cultural awareness

Inclusion

At our school we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, our assessment process looks at a range of factors: classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the new National Curriculum age related expectations allows us to consider each child's attainment and progress.

Curriculum

Reception

In the Foundation Stage children follow the Early Years Foundation Stage Curriculum. Language and literacy development are incorporated in all areas of learning. Opportunities are provided for children to communicate thoughts, ideas and feelings. Purposeful role-play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books. An environment is provided which reflects the importance of language through signs, notices and books. Children are provided with opportunities to see adults writing and they can experiment with writing themselves. English is taught both as a discrete subject and within the whole Early Years Curriculum to give children opportunities to use their English skills in real life situations. In addition to the English teaching there are also daily systematic synthetic phonics sessions using Read, Write Inc.

KS1 and KS2

Staff use the objectives from the New English National Curriculum to support their planning for English. Writing genres are mapped out on the whole-school overview. Each year group teaches two genres a half-term. English lessons are taught for one hour a day and are taught over a three-week cycle.

In both key stages, English skills are then reinforced and taught throughout the whole curriculum. Both key stages use the Nanpean planning format which shows differentiation for all groups of learners.

Speaking and Listening

The development of good speaking and listening skills is seen as key to developing good general English skills. Therefore, children are explicitly taught how to be good speakers and good listeners as an aspect of English and also across the wider curriculum.

Pupils have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences, recounting events
- Participating in discussion and debate
- Talk for writing
- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school performances
- Responding to different kinds of texts
- Talking to visitors in school
- Listening to ideas and opinions of adults and peers
- Role-play and other drama activities across the curriculum.
- Create, share and evaluate ideas and understanding through drama

Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English. Listening is modelled, as is the appropriate use of non-verbal communication, respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children. Speaking and listening opportunities are planned for in all areas of the curriculum.

Reading

Teachers promote and value reading as an enjoyable activity and a life skill. Pupils have access to a wide range of reading opportunities that include:

Guided reading

In Reception and KS1, guided reading forms part of the RWI session which happens 5x a week for 30 minutes. In KS2, guided reading operates 4 x a week (after the whole-class lesson), for half hourly sessions

In key stage 2 (and year 2 from the February half-term) each class have one whole class guided reading session a week. This is used to explicitly teach the different reading skills. We use VIPER characters across the school as a visual reminder of the six key reading skills. There is a carousel of other comprehension based activities on the other four days. All carousel activities are follow-up work to what has been taught in the whole class session.

Reading at home

Children take home a book daily, which they are encouraged to share with their parent/carers. This practice begins in Foundation Stage and continues through KS1 and KS2. The class teacher monitors this practice through the school's reading records. To encourage this reading at home, we have introduced the Reading Challenge.

The challenge is about practicing reading at home and earning points. Pupils will earn points for reading at home. Only 1 point will be counted for each day (maximum of 7 points a week). We expect children in Reception/KS1 to read at least 3 times a week and KS2 at least 5 times a week. They will get certificates and prizes for the following points.

Reading Challenge (Reception and Year 1 and any children not on Accelerated Reader)

50 points—Certificate

100 points—Bookmark and certificate

150 points—Choose a book to keep from the school box and a certificate

200 points—Visit to a bookshop to choose own book to keep

Reception and Year 1 - sticker given by the class teacher for every 20 reads they do.

Accelerated Reader Challenge (Year 2 and KS2)

75 points—Certificate

150 points—Bookmark and certificate

225 points—Choose a book to keep from the school box and a certificate

300 points—Visit to a bookshop to choose own book (within a set price limit) to keep

The points are higher for this challenge. This is because we want to encourage the children to do well on their quizzes. Therefore, they will be able to achieve bonus points for passing them. 2 bonus points for passing an AR quiz. 3 bonus points for passing a quiz and getting 100%.

Parents and children need to record their reading at home in their reading record. Children have their reading records checked in school on a Monday.

Accelerated Reader

Accelerated Reader gives teachers the information they need to monitor students' reading practice and make informed decisions to guide their future learning. Children in year 2 upwards take a STAR Reading test every half-term. This assessment gives each child a reading age, scaled score and a ZPD level. Pupils develop reading skills most effectively when they read appropriately challenging books – difficult enough to keep them engaged but not so difficult that they become frustrated. This is their 'Zone of Proximal Development'

(ZPD). As pupils are retested every half-term, their ZPD ranges increase and broaden so they continue to read suitably challenging literature.

Students in year 2 upwards choose a home reading book from their ZPD level. Once they have read it, they take an online quiz and receive immediate feedback. Teachers can also generate reports from these quizzes to see how much a child has been reading, at what level of complexity, and how well they have understood what they have read. Parents have access to Home Connect which allows them to log on to see what their child has been reading and how well they have done in their reading quizzes.

Many other opportunities are provided for pupils to practise and extend reading in other subjects. All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom and book corners are language rich and special displays promote authors and books.

Writing

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be. Writing is taught over a three-week cycle.

Week 1 – Investigate

On the first week, the children will have a WAGOLL (What a good one looks like) to investigate. The children will unpick the key features of the text type and discuss the writer's use of language. The children will also explore the text as a reader and as a writer to have a thorough understand of the genre.

Week 2 – Innovate

On the second week, daily shared writing takes place to demonstrate how to write their own text by altering the WAGOLL. The children will innovate on the WAGOLL by substituting or changing characters, settings, topics and viewpoints. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage 'talk for writing' as an integral part of the process.

Week 3 - Invent

On the third week, the children will have the opportunity to plan and write their own text based on the genre they have been learning about. They will also have the opportunity to peer and self-assess before re-drafting their writing.

Subject-specific texts that link to work being undertaken in other areas are also be used in English lessons to support the wider curriculum.

Pupils have access to a wide range of writing opportunities that include:

- Shared writing
- Guided writing
- Independent writing
- Writing different text types and narrative styles
- Writing in different curriculum areas
- Handwriting practice
- Writing from a variety of stimuli
- Planning, drafting, editing and presenting
- Using ICT

Handwriting

Please refer to Handwriting Policy 2017/18

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and joined handwriting style. The school follows the Pen pals handwriting programme. Handwriting will be directly taught once a week by the teacher. A follow-up activity is then planned for as an English starter or as part of the Guided Reading 'Carousel'.

It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style at all times i.e. when writing on the board or in children's books. By the end of key stage 2, all children should be displaying an efficient, quick, neat and legible handwriting style that is effective in recording their ideas.

Spelling

Teachers provide a wide range of contexts for reinforcing spelling patterns and tricky words throughout the school day.

Pupils have access to a range of phonics opportunities that include at FS and KS1:

- Daily phonics teaching in RWI
- Applying skills in cross curricular contexts
- Spelling homework

KS2

- Whole class introduction teaching of a specific spelling rule
- Discrete phonics teaching as part of an intervention group
- Applying skills in cross-curricular contexts
- Spelling homework

In KS2, spelling patterns are directly taught by the class teacher once a week. A follow-up activity is then planned for as an English starter or as part of the Guided Reading 'Carousel'. Spellings are taken from the whole school overview which directly links to the New National Curriculum expectations.

Grammar and Punctuation

Nanpean School ensures coverage of grammar and punctuation through using the whole school overview which directly links to the National Curriculum. Teachers ensure that the correct vocabulary is being taught through identifying it in the 'Key Vocabulary' box on the Nanpean planning format. This is then displayed on English learning walls for children to see and use. In KS1, a weekly SPAG lesson is taught and skills are then reinforced throughout the rest of the week. In KS2, skills are either taught through discrete lessons or used as starters. All teachers ensure that correct terminology is used and reinforced throughout all lessons across the curriculum.

Homework

Please refer to Nanpean Homework Policy 2017/2018

English Homework is set for children in Years 1-6 each week. Homework provides opportunities for children to:

- a) Practise and consolidate their skills and knowledge;
- b) Develop and extend their techniques and strategies;
- c) Prepare for their future learning through out of class activities and homework.

Reading expectations are 3x week for KS1/Reception and 5x week for KS2.

Spelling homework for KS1 and KS2

English across the Curriculum

Children are taught a wide range of English skills that are necessary to access the whole curriculum. English is seen as the 'keystone' which enables children to access other areas of the curriculum and to function effectively as developing citizens. Opportunities are given in other subjects to enable children to apply and use English in real life and academic contexts.

Within other lessons across the curriculum it is also necessary to incorporate the good practice seen within English lessons as follows;

- Insisting on, and having high expectations of, children's handwriting;
- Identifying, highlighting and correcting the poor use of punctuation such as capital letters and full stops;
- Identifying and highlighting spelling errors that the children should know;
- Modelling good speaking to encourage the children to respond appropriately in full sentences;
- Referring back to the English Learning Walls to ensure that the children are consistently writing at their appropriate level.

Assessment

Children's standards and achievements in English are assessed in line with the School's Assessment Policy. Assessment in English for years 1-6 includes:

1. On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to learning objectives and success criteria. As well as this, self and peer assessments to show understanding, outcomes and progress.

2. Marking of children's work; against the learning objectives and success criteria. This will identify successes and next steps for improvement as outlined in the marking policy 2015/16.

Assessment

At Nanpean class teachers assess children using Classroom Monitor. All children are assessed against the year group objectives for reading and writing. The children are assessed as being unachieved, emerging, expected or exceeding for each objective. Teachers use children's work, contributions in lessons as well as assessment tests to inform their judgements.

Writing Assessment

Children's writing is assessed through 'Independent Writing'. Each child has a separate 'Independent Writing' book which is used to assess against the new National Curriculum age-related expectations. These writing activities take place during the 'invent' week of the writing process. This is considered to be independent writing and therefore a true reflection of the skills that the children have learnt. The 'Independent Writing' books will move up the school with the children and will show the progress they have made.

Subject Leader

The role of the Subject Leader is to provide professional leadership and management for the subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.

They will achieve this by affecting the following key areas:

- Strategic direction and development.
- Learning and teaching.
- Leading and managing staff.
- Efficient and effective deployment of staff and resources.

The Subject Leader has regular discussions with the Head teacher and other senior leaders about teaching and learning in English. The subject leader will provide an annual action plan for the development of the subject and an evaluation of the strengths and areas for development at the end of the academic year. During the academic year the Subject Leader has specific allocated time for subject evaluation. They will regularly monitor various aspects of the English curriculum being taught within the school, including planning, lesson observations, assessment, marking and pupil conferencing. The subject lead for English 2017/18 is Clare Morton.

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Policy written by: Clare Morton

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