



## English Policy

### Subject Definition

We aim to develop pupils' abilities within an integrated programme of Speaking and Listening, Reading and Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

### Aims and Objectives

At Upwood Primary School we strive for children to be a 'Primary Literate Pupil'.

Literate primary pupils should be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment.
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

### Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2013). The non-statutory guidance material in 'Development Matters' supports practitioners in implementing the statutory requirements of the EYFS. One of the prime areas within Development Matters is 'Communication and Language' which covers the aspects of 'Listening and Attention, Understanding and Speaking'.

In the Foundation Stage children should be given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.



At Key Stage 1 (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage 2, children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literacy and non-literacy texts and learn how the structure of language works.

### **Subject Organisation**

The subject of English is delivered using the National Curriculum, which is divided into the strands of Word Reading, Reading Comprehension, Spelling, Handwriting and Presentation, Writing Composition, Grammar and Punctuation. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment not age. The objectives are presented by year group.

### Reading

Reading will be taught discretely, as well as in conjunction with other subjects in the National Curriculum and the Early Learning Goals. Children will read to and be read to by teachers, other adults and each other during literacy sessions and at many other times during the school day as part of a balanced and broad curriculum. Some children will need to have individual reading practice in addition to this, e.g. IEP targets.

### Writing

Children will be given the opportunity to write in a variety of contexts. Sometimes writing is planned so that children can follow the process through incorporating modelling, scaffolding, independence, re-drafting and producing a final draft. Sentence of the Day activities encourage use of grammar and punctuation.

### **Time Allocation**

The Qualification and Curriculum Authority recommends 180 – 270 hours (5:00 – 7:30 hours per week) for 36 weeks for Key Stage 1 and Key Stage 2. The Senior Leadership Team construct timetables in consultation with teaching staff, at the beginning of the Autumn Term – a copy of which is saved on the school's server. Time allocation for each key stage for Literacy may vary from year to year based on the needs of each cohort.



### **Teaching and Learning Methods**

The four strands of Speaking and Listening (Speaking, Listening, Group Discussion and Interaction and Drama) permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

#### Approaches to Speaking and Listening include:

- Role play, hot seating and drama;
- Talking partners and focused discussion groups;
- Debates;
- Story telling and presentations to different audiences;
- Listening to tapes/CDs and reading aloud;
- Circle time.

#### Approaches to Reading include:

- Shared and guided reading;
- Independent reading;
- Phonic skills activities;
- Library skills booklets;
- Book banding and comprehension texts;
- Class novel and home reading;
- Classroom book areas.

#### Approaches to Writing include:

- Phonics and spelling;
- Emergent writing;
- Shared and guided writing;
- Independent and extended writing.

### **Cross-curricular Literacy Opportunities**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. For example, pupils might be searching and retrieving from information texts used in Science, writing instructions linked to a technology topic, studying myths, autobiographies or stories linked to a study unit in



history. However, the focus for teaching will be literacy objectives from the National Curriculum.

### **Spiritual, Moral, Social and Cultural Development**

The teaching of literacy develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literacy heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

### **The Use of ICT**

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate.

### **Assessment and Target Setting**

Work will be assessed in line with the Assessment Policy. As part of this, children are tested three times per year; forecast performance targets and curriculum targets are drawn from this evidence base. The Head Teacher and SENCo monitor progress using tracking spreadsheets.

### **Inclusion**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

Intervention programmes are planned termly according to the progress made by individuals and groups of pupils. These are monitored by the SENCo and the Head Teacher. Interventions can be planned for underachievement or for social, emotional or behavioural needs.

### **Equal Opportunities and Racial Equality**

All children are provided with equal access to the English Curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

At Upwood Primary we aim to promote equality of opportunity between disabled people and other people, eliminate discrimination that is unlawful under the Disability Discrimination Act and eliminate harassment of disabled people that is related to their disability. We will promote positive attitudes towards disabled people and encourage



participation by disabled people in public life and take steps to meet disabled people's needs. Any children with disabilities will be supported to access the full curriculum. Please see our Disability Equality Scheme for full details.

In selecting texts, care has been taken to ensure that a variety of cultures, lifestyles and social groups have been included. We try hard to combat stereotypical views of people and places and to provide a positive image of the places and people that we study and to prepare children for life in a multi-ethnic and multi-cultural world. The school locality, however, has very little cultural diversity and this is an important factor when selecting new books for the library.

### **Monitoring and Evaluation**

The Head Teacher and the Literacy Co-ordinator will be responsible for monitoring Literacy teaching and learning across the school. This will be done through graded lesson observations, work scrutiny, moderation of writing results, pupil voice interviews. This will be done in accordance with the monitoring and evaluation cycle in the School Improvement Plan.

### **Parental Involvement**

Parent volunteers are encouraged to help and support literacy activities within the school day. This may involve hearing children read, or helping a group with a writing activity.

The Foundation class teacher leads a Phonics Workshop for New Foundation parents/carers in the Autumn Term to discuss pure sounds and how parents/carers can help and support their child at home with literacy. Regular homework tasks are planned for children in KS1 and KS2 which includes daily reading.

### **Resources**

#### Reading

- Key Stage 1 and Key Stage 2 reading material has been book banded.
- Phonic games are available.
- Each classroom has its own reading area. The children should be encouraged to keep the books in this area looking attractive and tidy.
- The Pelican Scheme is available to support the teaching of guided reading which includes pupil reading material and teacher handbook.



### Writing

- The Pelican Scheme is available to support the teaching of guided writing which includes pupil reading material and teacher handbook.
- Nelson handwriting scheme.

### Library

- The library is situated next to the stage.
- Books are catalogued according to the Dewey system.
- Please refer to the Library Policy.

### **Health and Safety**

The school is committed to ensuring that all pupils are safe within the school environment. The school has a risk assessment for Literacy.

### **Policy Review**

See the policy review section of the School Improvement Plan.