



THORNHILL PRIMARY SCHOOL.

ENGLISH POLICY

English is the foundation on which all other work is built, and a pre-requisite for educational and social progress. We, therefore strive to help children develop a love for the English Language, through the spoken word. Mastery over language empowers children to communicate creatively and imaginatively, as well as allowing them engagement with the world at large.

Aims This policy on English aims to encourage children to:

- Be effective, competent communicators and good listeners.
- Express opinions, articulate feelings and formulate responses to a range of texts both fiction and non fiction using appropriate technical vocabulary.
- Foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form.
- Engage with and understand a range of text types and genres.
- Be able to write in a variety of styles and forms showing awareness of audience and purpose.
- Develop powers of imagination, inventiveness and critical awareness in all areas of literacy; including drama.
- Use grammar and punctuation accurately.
- Understand spelling conventions.
- Produce effective, well presented written work.

Expectations. By the time the children leave our school, we expect them to communicate confidently and fluently through speaking and listening; reading and writing. We expect that they will be understood by others and able to respond appropriately in a range of situations.

By the end of Key Stage One it is expected that the majority of children will be working at an appropriate level for their age.

By the end of Year 4 it is expected that the majority of pupils will be working at an appropriate level for their age.

By the end of Key Stage Two it is expected that the majority of pupils will be working at an appropriate level for their age.

Time allocated. There are 5 allocated literacy hours per week. Guided reading / reciprocal reading, handwriting, grammar and spelling are taught both inside and outside of the literacy hour. In addition, it is expected that cross curricular links will contribute to pupils further development in speaking and listening; and reading and writing.

Teaching and Learning / Planning. The new Framework for Literacy (Sept 2014) linked to themes from Cornerstones forms the basis of our teaching and learning. All children receive the minimum entitlement of a daily literacy lesson, lasting approximately one hour.

Teachers work towards independent learning and plan for different working groups ie whole class / small group / paired / individual. Teachers employ a range of generic teaching strategies. These include:

- Instruction / directing.
- Modelling / demonstrating / scribing.
- Explaining.
- Questioning.
- Discussing.
- Consolidating.
- Evaluating.
- Summarising.

Teachers use the National Curriculum to plan their long and medium term literacy plans. These are used as a basis for short term planning and adapted according to text types and the needs of the children. The length of a unit may vary. The school has agreed proformas for long, medium and short term planning, which all teachers use.

All class teachers are responsible for weekly planning, based on the agreed medium term plans, although this may not be in a formal written format.

Clear objectives (LI - Learning Intentions) and criteria for meeting the objectives (SS -Steps for Success) are set for each session and shared with children.

Literacy is encouraged and developed across the curriculum and links are made where appropriate.

ICT is used where it enhances, extends and complements literacy teaching and learning.

Additional adults are used to support the teaching of literacy. Generally the teacher supports the identified focus group whereas additional adults support misconception group or other identified groups.

Inclusion. English is offered to all pupils irrespective of race, gender or ability.

All children participate in literacy lessons on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented.

Children with English as an additional language will be supported by EAL staff and outside agencies as appropriate.

Parental / Community Involvement. We value parental involvement in children's development of literacy and promote a home school partnership in the following ways: • Sharing information - parent's evenings etc. • Celebrations - assemblies, school performances, displays, book fayres.

Assessment, Recording and Reporting. Assessments are on going and staff record when children have met targets on the child's individual assessment sheet. More formal assessments are made every half term about the children's progress in reading and writing. Teachers report progress to parents at parents' evenings, and on the annual report to parents.

Children are assessed on entering the school and are formally assessed at the end of each key stage. Optional tests are used in years 3, 4 and 5 as a form of summative assessment. Teacher assessments / formal assessments at the end of each year are passed onto the next teacher. These are recorded on the EMAG.

Teachers use strategies from assessment for learning to ensure planning is based on prior attainment and that pupils need to know what they need to do to achieve the next steps. Individual and group targets are set accordingly. Marking is in line with the school marking policy. Staff Development. Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the DEP (Developing Excellence Plan).

The English Coordinator will arrange for relevant advice and information to be disseminated; and where necessary lead or organise whole school training.

Monitoring and Evaluation. English is monitored by the English Coordinator, Headteacher and other members of the SLT. Priorities for literacy are identified through school action plans which form a specific part of the DEP. These also form the basis for monitoring activities and clearly identify when, who and what is to be monitored and how this will take place ie classroom observations, planning scrutiny or work sampling.

Appendix 1 - Reading.

Aims To enable children to: • Develop positive attitudes towards reading so that it is a pleasurable and meaningful activity. • Use reading skills as an integral part of learning throughout the curriculum.

- Read and respond to a variety of texts whilst gaining an increased level of fluency, accuracy, independence and understanding.
- Develop different strategies for approaching reading and be able to use and apply the full range of strategies.

Entitlement. Pupils have access to a wide range of reading opportunities that include:

- Class reads (shared and modeled reads)
- Guided / reciprocal reading
- Paired reading
- Independent reading
- Home / school reading
- Selecting own texts
- Reading in other subjects
- Hearing extracts from a class books / stories read aloud
- Novel study

Teaching and Learning

In class reads / novel studies the teacher models the reading process to the whole class as an expert reader while the whole class follows the story in their own copy of the book. Sessions are characterized by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The teacher's role is that of the expert reader who models how the text is read. The pupils join in where appropriate with the reading of the enlarged text - singly and/or chorally. The texts selected are rich and challenging, being beyond the current reading ability of many in the class.

In guided / reciprocal reading texts are chosen to match the ability of the group, but still provide an element of challenge. Guided reading provides a forum for pupils to demonstrate what they have learnt about a specific text. In paired reading children are able to share a text with a partner from their own class or another class.

Independent reading tasks are planned so children can access them without support. The focus of these sessions is to provide practice and develop personal responses to texts.

Reading at home is regarded as an important part of reading development. Parents are encouraged to respond to books using the home / school reading record. As a school we have invested a large amount of money in the "Project X" reading scheme and Bug books as we believe the characters and colourful illustrations will motivate and inspire our children's love of reading. Also when children in KS2 have read a certain number of times they are rewarded.

Many opportunities are provided for pupils to practice their reading in other subjects.

Teachers model reading regularly through their class teaching and stories.

Our children are also encouraged to read for enjoyment to help develop them into life long learners. All classes have a selection of books that appeal to different abilities and interests. We also have a school library where children, on a weekly basis, borrow and take home books.

We also offer an after school reading club which is extremely popular.

Resources. All classrooms have their own book area with a range of fiction and non fiction books. All classes from Year 3 upwards have planned sessions in the library organised and run by our school librarian. Guided reading books are located on corridors.

Appendix 2 - Writing.

Aims Children should learn to:

- Write in different contexts and for different purposes and audiences.
- Form letters correctly, leading to a fluent joined and legible handwriting style, giving increased regard to presentation.
- Be increasingly aware of the conventions of writing including grammar, punctuation and spelling.
- Plan, draft and edit their work to suit the purpose.
- Use ICT as a literacy medium for presenting work and manipulating text.

Entitlement. Pupils have access to a wide range of writing opportunities that include: • Modelled writing. • Shared writing. • Paired writing. • Guided writing. • Independent writing. • Writing in different text types and narrative styles. • Writing in different curriculum areas. • Handwriting practice. • Planning, drafting and editing. • Using ICT.

Teaching and Learning. For the majority of lessons P4C, visual stimuli and drama strategies are used as a basis for the majority of written work.

Teachers always model aspects of the work to be undertaken.

In shared / guided writing teachers and children will work together to provide an example of excellent writing.

In paired writing children will work with a partner to discuss ideas before committing their sentence to paper.

Children will have varied opportunities to write independently and some of these may be for assessment purposes. All children have a portfolio of their independent written work which is passed from class to class.

Through English children will have opportunities to write in different text types ie narrative, report, instruction, explanation, biographical etc.

Through the teaching of foundation subjects the understanding of these text types will be further developed.

Handwriting is taught both in and out of the English hour. Children are encouraged to use a fluent, joined legible style.

Children are encouraged to plan, draft and edit their work; and ICT is used to enhance their literacy work.

Resources. Each class has a range of materials to support the writing process. Writing materials are kept accessible and organised. Each class has a set of age appropriate dictionaries and thesaurus. Teachers use some NLS resources to support writing. These include Developing Early Writing, Progression in Phonics, Grammar for Writing, and Spelling Bank. SSs are tailored to enhance and challenge children in their writing.

Teachers use our 'Star Writer' strategy to aid the development of writing. This is a progressive development including all year groups.

Appendix 3 - Speaking and Listening.

Aims Children need to be able to: • Communicate effectively, speaking with increased confidence, clarity and fluency. • Participate in discussions and debates in a variety of contexts. • Listen to views, opinions and ideas of others with increased interest. • Articulate ideas and thoughts clearly with appropriate tone and vocabulary according to audience. • Respond to questions and opinions appropriately. • Retell stories and poems which are known by heart. • Ask questions with increasing relevance and insight.

Entitlement Pupils have access to a wide range of speaking and listening opportunities that include: • Talking about their own experience. • Participating in discussions and debates. • Retelling stories and poems.

• Talk for writing. • 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 related activities across the curriculum.

Teaching and Learning. Teachers provide a range of contexts for speaking and listening throughout the school day. Teachers model speaking clearly. Listening is modeled as 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. Learning takes place in a variety of situations and group settings. These could include reading aloud as an individual, working collaboratively with a partner or group, responding to a text in guided reading, expressing opinions. PSHE and Circle time are times in the curriculum where there is an emphasis on speaking and listening; and where children learn how to respect the views of others and the importance of speaking and listening with respect to others.

K L Hill February 2021