

Park Hill Primary School

part of

Wednesbury Learning
Community Trust

English Policy

Policy reviewed: September 2016

To be reviewed: September 2017



Rationale

Here at Park Hill Primary School, we recognise the importance of literacy in all areas of the curriculum. It is with this at the forefront of our minds that we aim to provide all of the learners in our school with basic literacy skills, in order for them to develop the ability to speak, listen, read and write for a range of purposes. English teaching is lively, engaging and involves a carefully planned blend of approaches that allows learners to access all areas of the curriculum, enabling lifelong learning as well as helping them to achieve academic success.

Aims

- To provide wide and varied opportunities for learners to develop and use speaking and listening skills, including suitable technical vocabulary to articulate their responses, in a wide range of contexts.
- To have an interest in books and read for enjoyment.
- To develop phonic skills and reading strategies enabling children to access a wide range of texts.
- Understand a range of text types and write in a variety of styles and forms for a real purpose so that it is interesting, engaging and enjoyable.
- To use punctuation and grammar accurately.
- To develop spelling strategies.
- To develop a fluent, neat and joined handwriting style.
- Ensure work is differentiated to provide challenge and progression for all learners
- Expose learners to experiential writing opportunities so they can develop the powers of imagination, inventiveness and critical awareness.

Teaching and Learning

At Park Hill Primary we recognise that good English teaching should include;

- A combination of speaking and listening, reading, grammar, punctuation, spelling and writing activities.
- A repertoire of teaching strategies and organisational skills.

- Well-pitched lessons which have pace and learning tasks that are sensitive to the rate at which learners learn, while ensuring that expectations are kept high and progress is made by all learners.
- A good knowledge of the subject, including grammar, and an understanding of the progression of the curriculum.
- Use a variety of approaches and recognise that some teaching approaches are better suited to promoting particular learning and outcomes.
- A stimulating and interactive environment that reflects and supports current teaching and learning.

Delivery of the Subject

In EYFS children should be given opportunities:

- To use communication and language in their daily activities.
- To enhance their literacy skills in every part of the curriculum as and when appropriate.
- To become immersed in an environment rich in print and possibilities for both verbal and non-verbal communication.
- Nursery am/pm have daily family group sessions to enhance their understanding and use of language as a form of communication.
- From October half term Nursery children receive a daily structured phonological awareness session (SALLEY).
- On entry to Reception, children are provided with the tools to chop and blend the precursors to reading and writing through a daily phonics, following Letters and Sounds.
- At all times children are encouraged to use mark making and early writing skills as form communication.
- As soon as children are deemed ready, EYFS staff provide opportunities for learners to take part in structured shared reading activities. This continues throughout the foundation stage.

In Key Stage 1 (Year 1 and 2)

- Year 1 children will participate in a daily phonics session, following Letters and Sounds.

- All children in KS1 will take part in Guided Reading sessions throughout the week. Children will be grouped according to ability and sessions will be organised so that the teacher reads and discusses the text with one group per session, whilst the other groups undertake independent work. That work should be related to the text that is being read.
- Children will also have daily Literacy lessons where they will be provided with opportunities to develop speaking & listening skills, and undertake basic grammar, punctuation and spelling work which they will then use, through writing opportunities.
- Children will be involved in fortnightly “Write That” mornings, in order to develop their writing skills.

At Key Stage 2 (Years 3 – 6)

- All children in KS2 will take part in a minimum of three Guided Reading sessions throughout the week. Children will be grouped according to ability and sessions will be organised so that the teacher reads and discusses the text with one group per session whilst the other groups undertake independent work related to the text that is being read.
- Children will also have daily Literacy lessons where they will be provided with opportunities to develop speaking & listening skills, and undertake basic grammar, punctuation and spelling work which they will then use through writing opportunities.
- Children will be involved in fortnightly “Write That” mornings, in order to develop their writing skills.

Subject Organisation

Where possible, work in Literacy lessons will be linked to topic work.

Teachers should endeavor to teach, according to the principles of the Wednesbury Children Write Project that school is participating in, focusing on developing an “unfolding narrative” to work within and providing experiential learning opportunities, in the build-up to writing.

Medium term planning for Literacy is to be completed prior to the start of every term and uploaded to the gateway for subject coordinators. It should contain the title for each unit of work, key learning objectives and the main teaching points to be covered.

Weekly planning must also be completed for Literacy and handed in to the Literacy Coordinator by Thursday lunchtime, in order to be monitored. Feedback will be provided. Planning should be uploaded to the gateway by the Sunday before it is due to be taught, after any adjustments that have been made following feedback. Planning must contain daily learning objectives (in pupil friendly language where

possible), teaching activities, learning activities, planned plenary and resources to be used. Planning must be displayed in the classroom.

Guided reading must also be planned for and must again include learning objectives and learning activities to be completed.

There is an expectation that each teacher will group the children in their class for literacy based on their learning needs and current attainment level. These are displayed in every class in case another teacher takes the class and needs to know these.

There is also an expectation that work will be differentiated on 3 levels for children where appropriate.

Reading at Home

We follow Dandelion Readers with children who are beginning to, or need consolidation, when decoding using phonics.

We also follow the Oxford Reading Scheme at Park Hill Primary School, from Nursery through to Year 6. The responsibility of hearing children read lies with the class teacher/teaching assistants/reading volunteers/parents and guardians. Children should be heard read regularly in class and on a daily basis at home, in order to develop their reading and to enable them to progress through the scheme.

Each child will also be issued with a reading diary in which to record books they have read.

Assessment

At Park Hill Primary School, teacher assessment leads. Teachers arrive at their judgements by using a variety of tools. Assessment for learning leads the way but teachers also moderate work against writing exemplification materials for each year group. Published tests are also used to assess Reading.

Summative assessment is carried out every term, using published Progress Tests in Autumn 2, Spring 2 and Summer 2.

All assessment is submitted to the Assessment Coordinator using the school's assessment tracker (Optimum O Track). From here, target groups for each class will be set and worked with next term.

Inclusion

We aim to provide for all children so that they can 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. Children who are tracked and identified as making limited progress will be placed at School Action and given a One Page Profile, with specific targets on them: this is formed by the class teacher, parents and the child themselves.

If more intervention is needed, the SENCO will liaise with staff and Inclusion Support and a child may be moved to School Action +. Parents will then be invited to form a One Page Profile, with specific targets on them: this is formed by the class teacher, parents and the child themselves.

Gifted children will be identified and suitable learning challenges provided. These children will be added to a G & T register and their progress tracked.

Equal Opportunities

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.