



Reviewed on:	March 2020
Next review:	March 2021
Staff responsible:	Literacy Lead
Governor responsible:	FGB
Signed by chair:	

## English Policy

### KEY PRINCIPLES

'Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' *National Curriculum 2014*

Effective communication, both spoken and written, is a priority at Barton for all pupils. We plan teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEN Code of Practice.

### At Barton we believe that children learn best when:

- **Learning activities are well planned, ensuring progress in the short, medium and long term**
- **Activities enthuse, engage and motivate them, fostering their curiosity and enthusiasm**
- **Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment**
- **There are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed**

In addition:

- The learning environment is ordered, the atmosphere is purposeful and children feel safe.

This runs throughout the other four key principles.

## **Key Principle 1**

**Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term**

There will be evidence in the learning environment of:

- Differentiation (by task, resources or support) offering all children the opportunity to make progress in English learning
- Current English learning related to specific objectives and contextualised learning
- Exemplified text types
- Banks of vocabulary and working wall based display to support children's learning
- Children being engaged through a wide range of activities
- Modelled expectations available for reference
- Easily accessible reference material such as word mats, dictionaries and thesauruses

Teachers will ensure that:

- Planning covers all English objectives across the year
- Discrete English skills (for example, handwriting and spelling) and knowledge are developed daily
- Topics offer children the opportunity to contextualise and apply literacy skills for a wide range of purposes
- Writing is edited and published for display or another purpose at least once every half term
- Learning is varied for different abilities
- Long term planning covers the full range of writing purposes and assessment foci
- Planning builds on and responds to most recent assessment
- Children's prior skills, experiences and knowledge are valued and incorporated into the learning

Implications for the whole school:

- English objectives for spoken language, drama, reading and writing are tracked on SIMS and covered throughout the year
- A monitoring cycle is in place to support the progress of individuals and groups of learners through planning and work sampling

## **Key Principle 2**

**Children learn best when activities enthuse, engage and motivate them, fostering their curiosity and enthusiasm**

There will be evidence in the learning environment of:

- English embedded in all curriculum areas
- Learning journey based on rich and exciting texts
- Current cross-curricular work and relevant vocabulary
- Children experiencing learning through a range of media, formats and activities
- Children having the opportunity to investigate and explore
- Opportunities for children to explore language through speaking, listening and drama activities
- Children being encouraged to discuss their work in partner and group situations. This is modelled and structured for the children
- Reading and writing skills being modelled and exemplifications displayed

Teachers will make sure that:

- The timetable offers regular opportunities to cover guided reading, spelling, phonics, handwriting and cross-curricular writing

Implications for the whole school:

- Quality resources are available to support English and cross-curricular work
- Hooks, trips, workshops, visiting artists and other motivational ways of working are planned termly
- Planning shows an outcome-led process with development of skills and a clear learning journey

### **Key Principle 3**

**Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment**

There will be evidence in the learning environment of:

- Differentiation through a variety of opportunities such as flexible groupings, outcomes, resources and challenge activities
- Marking which reflects acknowledgement of achievement at all levels and supports children's progress

Teachers will make sure that:

- Learning objectives are derived from the curriculum and are differentiated where appropriate
- Short term planning is flexible and reflects on-going assessment

Implications for the whole school:

- Reading and writing evidence across the school is moderated termly, using an agreed, whole school approach. One moderation with other schools is planned each academic year.

#### **Key Principle 4**

**Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.**

There will be evidence in the learning environment of:

- Children being encouraged and supported to read at home
- Home learning offering opportunities for research and writing as well as discussion points for conversation

Teachers will make sure that:

- Home reading is encouraged through our 'star reader' rewards system, visits to the school library and reading displays around the school
- Children and parents know when reading books are changed and how to use the reading record books
- Home learning is displayed to celebrate research and writing

Implications for the whole school:

- All classes have reading areas
- All classes visit the library (the school library and the public library)
- All classes use reading records

## **Additional information**

This policy needs to be read alongside other school policies including:

- Homework
- Curriculum and Planning
- Early Years Foundation Stage
- Gifted and Talented
- Special Needs
- Assessment
- Marking and Feedback

This policy should also be read alongside the National Curriculum and other documents from the Standards and Testing Agency.

## **Monitoring and review**

Monitoring of the standards of children's work and the quality of teaching in English is the responsibility of the subject leaders. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for English in the school. The subject leader gives the head teacher an action plan each year outlining the actions that have been taken, the progress that has been made and the next steps. The named governor responsible for literacy meets regularly with the subject leader in order to review progress.

## **Guidance for Spoken Language**

The National Curriculum states that pupils should be ‘taught to speak clearly and convey ideas confidently in Standard English’. They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

### **Our aims:**

To enable our children to speak with clarity, confidence and expression, and to take account of their audience, purpose and differing situations.

To encourage our children to listen with concentration to others, to respond and build on their ideas and opinions and to identify features of language used for specific purposes.

To show our children how to adapt their speech to a wide range of circumstances and demands by giving them the opportunity to listen and respond to literature, give and receive instructions and develop the skills of participating effectively in group discussions.

### **Examples of what we do:**

- Provide a range of opportunities for children to talk and listen in formal and informal settings
- We use role-play and drama activities to explore situations e.g. hot-seating
- Listen to a range of poetry and rhyme
- Regular story times
- PSHE and Circle Time
- Class/group debates
- We share experiences, ideas or describe events/objects
- Interviewing
- Opportunities to extend our vocabulary (new words walls)
- Use of audio and visual recording
- Opportunities to take part in performances

## **Guidance for Reading**

The National Curriculum states that 'all pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.'

The Curriculum divides reading skills into two dimensions:

- Word reading
- Comprehension

We recognise that both these elements are essential to success and we support these in a variety of ways.

### **Our aims:**

To enable our children to learn to read easily and fluently through the use of phonological awareness to decode and encode words

To help them to be able to read with fluency, accuracy, understanding and enjoyment so that they become independent and reflective readers

To provide a well-resourced, attractive school library which supports and extends teaching and learning across the curriculum

### **Examples of what we do:**

- Daily 'Read Write Inc' phonic and spelling sessions across the school
- Children are given opportunities for regular reading to adults in school and more often for those who may not get support from home
- All children from Y2 upwards spend the first twenty minutes of the day reading with a small group in Barton Book Club
- Pupils are encouraged to read widely, through our use of differing class texts, library visits and high quality attractive books in classrooms
- All classes have a daily story time, where children enjoy listening to an adult read
- Using a home-school reading diary and rewarding regular reading at home through our Star Readers system
- The use of a variety of reading games including the use of ICT resources
- The use of directed activities related to text (such as completing cloze procedures, quizzes and book reviews)
- Provide good role-models by telling children about our favourite children's books or parts of stories
- Encouraging discussion about favourite stories, books and other texts
- We incorporate the eight strands from the reading curriculum (word reading, inference, clarify, respond and explain, monitor and summarise, themes and conventions, language for effect, select and retrieve) in our teaching

- We provide resources to support adults and children to ask and answer quality questions (book club cards, question mats)
- We provide opportunities for children to read and respond (orally and in writing) to excerpts from familiar and unfamiliar texts
- Our library develops children's referencing skills and knowledge of how libraries are organised
- The library provides a quiet environment for children to develop their enjoyment of a range of reading materials
- To develop children's independence as junior librarians under the guidance of the library co-ordinator and to promote care and respect for books

## **Guidance for Writing**

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support these in a variety of ways.

### **Our aims:**

To help our children develop an understanding that writing is both essential to thinking and learning and enjoyable in its own right.

For children to be able to write sentences using a range of different structures

For children to articulate and communicate their ideas, and organise them coherently for a reader

For children to be able to spell and punctuate accurately and create grammatically correct sentences

To enable them to improve their planning, drafting and editing skills

### **Examples of what we do:**

- Teach the structure of a sentence
- Teach specific grammatical skills discretely
- Valuing children's writing at all stages thus encouraging children to see themselves as writers from early on
- Providing real purposes for writing, enabling children to become increasingly aware of their intended audience
- A multi-sensory approach providing a range of contexts and stimuli
- The use of drama skills, e.g. hot seating, re-enacting, use of the theatre
- Providing a role model through the teacher sharing their own writing processes
- Opportunities for collaborative writing and use of writing frames where appropriate
- Giving children experience of a range of ways to plan so they can choose which is appropriate for their needs as they progress through the school
- Provide time for planning, editing and revising
- Mark extended pieces of work in-depth and set targets with the pupil
- Opportunities for self and peer assessment
- Encourage children to develop their own legible, fluent style of handwriting
- Support pupils with learning and motor difficulties
- Use of Nelson Handwriting scheme to promote a consistent approach across school

## **Guidance for Vocabulary**

The National Curriculum states that ‘opportunities for teachers to enhance pupils’ vocabulary arise naturally from their reading and writing. Teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.’

Vocabulary teaching needs to be:

- Ongoing
- Progressive and systematic
- Making links from known words
- Develop understanding of shades of meaning
- Subject specific - accurate mathematical and scientific words

### **Our aim:**

For all children to develop a wide and varied vocabulary and be able to use these words in context

### **Examples of what we do:**

- Spelling lists/key words to take home and learn
- Display of key words linked to topics and subjects
- Use of visuals to support vocabulary
- Create word maps to explore vocabulary in-depth
- Opportunities for ‘pre-learning’ of new vocabulary before a new topic is begun
- Using the correct vocabulary orally
- In-depth word based lessons looking at patterns
- Using dictionaries and thesauruses
- Using high quality texts to explore vocabulary choices and the effect they have
- Vocabulary wall displaying the new and interesting words that have been explored in class

## **Foundation Stage**

Teachers in the Foundation Stage follow the *Communication and Language strand and Literacy strand of the Early Years Foundation Stage (EYFS) Framework April 2017*.

By the end of the Foundation Stage children should: -

- Listen attentively in a range of situations.
- Listen to stories, anticipate key events and respond with relevant comments, questions or actions.
- Give attention to what other say and respond appropriately, while engaged in another activity.
- Follow instructions involving several ideas or actions.
- Answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Express themselves effectively, showing awareness of the listeners' needs.
- Use past, present and future forms accurately when talking about events.
- Develop their own narratives and explanations by connecting ideas or events.
- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.
- Use phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others.
- Spell some words correctly and other in a phonetically plausible way.  
(*EYFS profile 2017*)