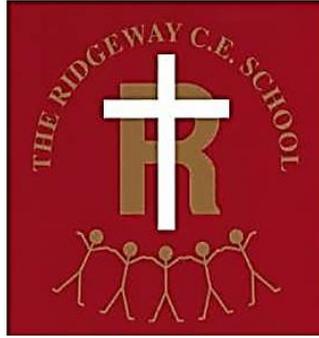


The Ridgeway CE Primary School



ENGLISH POLICY

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English teaches pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular (see our Reading at Ridgeway document for further information), pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. Such life skills are invaluable and really underpin our school's vision of 'building for life' and we put everything that we possible can into Reading and Writing because of this.

Aims

The overarching aim for English at The Ridgeway CE Primary School is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and punctuation and a knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Spoken language

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum - cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils are supported to develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They are assisted in making their thinking clear to themselves as well as to others and teachers ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils are also taught to understand and use the conventions for discussion and debate.

Reading

The National Curriculum programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

The teaching of reading at The Ridgeway focuses on developing pupils' competence in both dimensions - different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. Phonics is therefore emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils are 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. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is our aim that, by the end of their primary education, where appropriate, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

The teaching at The Ridgeway develops pupils' competence in these two dimensions. In addition, pupils are taught how to plan, edit and evaluate their writing. These aspects of writing are incorporated into the National Curriculum programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Through our **Storytelling approach** at The Ridgeway, we have found an engaging and rich way of delivering the NC effectively. It allows us to develop a clear process in the way our children work which ultimately leads to an array of extended, skill based writing that drives our children towards achieving the expected and greater depth standards in English - both in writing and reading.

In a story telling school, pupils learn to tell stories from memory - not as a one off but as a systematic approach to teaching and learning. By following the three principles of Imitate, Innovate and Invent our children create pieces of work that have a clear context, well thought out vocabulary, grammar and punctuation, and a wealth of settings, characters and well thought out story lines that draw the readers in.

Spelling, vocabulary, grammar, punctuation and glossary

Opportunities for our teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, the teachers 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. They also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning.

Pupils are taught to control their speaking and writing consciously and to use Standard English. They are taught to use the elements of spelling, grammar, punctuation and 'language about language' listed in the statutory appendices. These do not constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. The school follows the definitions provided in the non-statutory glossary in the national curriculum.

Throughout the programmes of study, teachers teach pupils the vocabulary they need to discuss their reading, writing and spoken language. Pupils therefore learn the correct grammatical terms in English and these terms are integrated within the teaching.

Implementation

The Ridgeway has adopted the National Curriculum programmes of study for English as a basis for our English curriculum. Every class in key stages 1 and 2 have a daily hour of English. Discrete phonics and spelling is taught across a week. Additional time is also given to handwriting, individual reading, and listening to, and reading, stories and poems.

The reception class follows the Early Years Foundation Stage curriculum.

When planning and teaching the English curriculum the following elements are considered:

- Differentiation to meet the needs of all pupils including careful planning of work to include a range of teaching strategies with a balance between audio, visual, and kinaesthetic techniques
- Computing and cross-curricular links are made where appropriate
- The careful marking of work in accordance with the marking policy
- Using reading and writing targets with the children to ensure progress is made

Entitlement

At our school, we teach English to all children, whatever their ability or individual need. Through our English teaching, we provide learning opportunities that enable all pupils to make good - excellent progress. Every child has an equal right to receive the English curriculum in daily English lessons of approximately 1 hour. There may be times when it is more appropriate for Foundation Stage or Key Stage 1 sessions to be approximately 45 minutes in length and for Key Stage 2 sessions to be over an hour.

Special Educational Needs and Disability

All children will have their specific needs met through differentiated work in conjunction with targets. TA support time is planned for and provided in relation to identified needs for individuals and groups.

School curriculum

The programmes of study for English are set out year-by-year for key stage 1 and in Years 3/4 and 5/6 blocks for KS2

At The Ridgeway, the programmes of study are taught through fiction, non-fiction and poetry blocks lasting 2 or 3 weeks. These are identified on our long and medium term plans for literacy. Additional elements of the English curriculum are taught discretely:

- daily phonics in FS and KS1
- weekly spelling focus in KS1 and KS2

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- weekly guided reading programme

Our school curriculum for English on a year-by-year basis is available online at our school website.

Planning

Long term planning identifies the blocks of Literacy that will be taught across the year groups aligned to the National Curriculum for English.

Short term planning on weekly plans exemplifies the objectives for the week taken from the medium term plans. These plans show differentiation where appropriate and progression across the week. Additional plans outline the discrete areas of English that are taught in addition to the daily English lesson, e.g. guided reading and phonics and spelling. Analysis of each lesson by the class teacher informs future planning and teaching in each class.

Assessment and Recording

Assessment is crucial to the learning process. Children's work is regularly assessed through observation, discussion, scrutiny of work and evaluating outcomes.

- End of year targets are set for each year group and each individual child.
- Pupil Progress Meetings are used 3 times a year to track the progress of each child in reading and writing over time.

Formative Assessment

Teacher assessment is an integral part of good practice. Assessment is carried out on a daily and weekly basis. It involves identifying children's progress against teaching objectives and targets, determining which children have achieved and moving them on to the next stage of learning. Where appropriate, additional support and interventions are identified for children not making the expected progress.

Summative Assessment

This includes:

- Baseline in the Foundation year
- End of year screening in Foundation year
- Phonics screen in Year 1
- Phonics screen in Year 2 (for children who didn't reach the expected standard in Year 1)
- Year 2 NC tests
- Years 3, 4 and 5 optional tests
- Year 6 NC tests
- Progress and attainment of all children is recorded and monitored using the school's tracker grid.

Attainment targets

The school recognises that the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Recording

- Tracking in reading and writing against NC levels using our tracker grid. -
- Guided reading records
- Phonics check through Letters and Sounds word checklist - spelling and reading
- Reading records
- Common exception words

Marking

Marking in English is part of the assessment process. Please refer to the Marking Policy.

Resourcing

The English Subject Leader, with the Headteacher, is responsible for the ordering, costing and allocation of resources to support the teaching of English.

A review of resources is carried out periodically which leads to a prioritised list of requirements. This is funded within the school's budget plan for the financial year.

Reporting to Parents

Each child has a reading record book to record progress in reading at home and school. Spelling lists are also given out on a weekly basis. Story maps are sent home for each child to follow when telling their parents the story for the term. In addition, parents also have the opportunity 3 times a year, in terms 2, 4 and 6 to meet with the staff to discuss progress and to see work. Parents receive a written report in term 6 which informs them of their child's attitudes to learning, progress and attainment. Where appropriate, the national test results are reported too.

Monitoring and Evaluation

In order to monitor standards and progress the following systems are in place:

- Each teacher meets with the Headteacher and/or English Leader three times a year to discuss progress in reading and writing. Particular attention is paid to children working below age related expectations, children with SEND and children eligible for Pupil Premium.
- The English Subject Leader is given time to monitor English through a range of activities which includes: analysis of tracking data for reading and writing (including RAISE online), lesson drop-ins, book looks, review of planning and pupil conferencing.
- Writing moderation Staff meetings are held a few times a year to ensure teacher assessment is accurate and robust. It also highlights the wonderful journey that are children go with their writing from EYFS - Year 6.
- SEND pupils will be assessed regularly by the class teacher, SENCO consultant and Headteacher. Steps are taken to provide additional support where appropriate. The SENCO

consultant/Headteacher and English Subject Leader meet at the end of each term (T1,2 and 3) to ensure provision is adequate and for it to be revised when not.

- The school's English action plan is part of the whole school development plan and is updated annually by the English Subject Leader and Headteacher.

Implemented - 2017

Reviewed - July 2020

Review date of policy - July 2023