

Dinting Church of England Primary School English Policy

The school's vision statement is taken from Matthew 22 verse 39,

“Love Your Neighbour as yourself.”

Dinting School aims to create a happy, secure, stimulating and challenging learning environment, in which each child can develop to their full potential. Dinting School aims to create a family atmosphere in which Christian care is offered to all members of the school community. Christian values are built into the ethos and teaching at Dinting School, promoting attitudes of mutual respect and responsibility. This policy is a statement of the aims, principles and strategies for teaching English at Dinting C.E (VA) School Primary School.

Philosophy

Through language not only do we communicate our knowledge, ideas and feelings, but we also structure and make sense of our experiences; in this sense, language is a tool for both our thinking and learning.

Principles

This policy outlines the teaching, organisation and management of how English is taught and learnt at Dinting C.E (VA) Primary School. English is the medium through which the curriculum is taught and communications occur and are fundamental to the education process. We aim to create a stimulating learning environment in which the children understand that speaking, reading and writing are essential and natural means of communication. The school's policy for Literacy is based on the Foundation Stage Profile and the National Curriculum.

Aims

To enable children to:

- Enjoy using language in different contexts and have the confidence and ability to do so.
- Develop understanding and skills to become independent, enthusiastic readers and writers.
- Use a range of spelling strategies and apply them in their independent work.
- Enable children to be articulate speakers and good responsive listeners in a variety of situations.
- Develop a fluent, legible handwriting style and take care with presentation of their work.
- Understand that language they have acquired may be relevant across all areas of their learning and life and to apply that language where possible.

Statutory Requirements:

Statutory requirements for the teaching and learning of English are laid out in, *The National Curriculum in England Framework Document for Teaching*, September 2014 and the *Statutory framework for the Early Years Foundation Stage*, September 2014.

In the Early Years Foundation Stage (Reception)

Children should be given opportunities to:

- Use communication, language and literacy in every part of the curriculum;
- Become immersed in an environment rich in language, print and possibilities for communication;
- To develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.
- To be able to represent their ideas in their activities.
- Link sounds and letters and to begin to read and write.

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- Access to a wide range of reading materials (books, poems, other written materials and computer-based texts) to ignite their interest.

At Key Stage One (Years 1 and 2):

Children should learn to speak confidently (using Standard English) and listen to what others have to say. They should begin to ask questions to deepen their understanding. Pupils should use spoken language to organise their thinking and support their writing.

Pupils should read for pleasure, understand what they have read and begin to read with expression. They should begin to read and write independently and with enthusiasm. They should use and adapt language to explore their own experiences and imaginary worlds. Pupils should use their knowledge of phonics to support reading and writing. They should be encouraged to use correct spelling, grammar and punctuation in their written work. All pupils should use the skills learnt in Literacy across the curriculum.

At Key Stage Two (Years 3-6):

Children should learn to speak clearly and convey ideas using Standard English whilst being able to adapt their vocabulary for all purposes and audiences. They should ask questions to check their understanding. They will use spoken language to clarify thinking and organise ideas for writing.

They should read a range of texts and respond to different layers of meaning in them. Pupils should develop an enjoyment of reading and exploring different types of texts. They should explore the use of language in literary and non-literary texts and learn how the structure of language works. Pupils should write extended pieces using correct grammar, punctuation and spelling. They should use their reading and writing skills across the curriculum. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations.

The Governing Body:

- To appoint a named governor who has responsibility to oversee Literacy. They will meet with the subject leader to review development plans.
- Regular reports are made to the governors on the progress of English provision and to our Literacy Governor.
- This policy will be reviewed every three years or in the light of changes to legal requirements.

Role of Subject Leader:

The Subject Leader should be responsible for improving the standards of teaching and learning in Literacy through:

- Monitoring and evaluating pupil progress;
- Provision of literacy (including intervention and support programmes);
- The quality of the learning environment;
- The deployment and provision of support staff;
- Taking the lead in policy development;
- Auditing and supporting colleagues in their CPD;
- Purchasing and organising resources;
- Keeping up to dates with changes in the subject.

The Class Teacher

- To be responsible for the planning and teaching of Literacy
- To manage and supervise their class' use of Literacy resources.

Subject Organisation:

The English Curriculum is delivered using the National Curriculum in England Framework document for teaching, September 2014. The Early learning Goals are followed to ensure continuity and progression

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from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

Foundation Stage (Reception):

In Reception children have daily discrete phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.

Key Stage 1 (Years one and two):

In KS1 daily discrete phonics lessons continue and are taught in ability groups and currently follow Little Wandle Letters and Sounds Revised SSPS. Children have daily mixed ability Literacy lessons with an emphasis on real texts. All children take part in 'Reading Practice Sessions' three times a week and have daily story times to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, differentiated class teaching and teaching assistant support.

Key Stage 2 (years 3 -6):

In KS2 children have daily Literacy lessons including grammar and punctuation being taught discretely as well as embedded throughout Literacy lessons. Additional literacy sessions include either whole class reading and comprehension sessions or guided reading groups, handwriting, class shared book and spellings. Literacy skills are developed and applied across the curriculum. Provision is made for children who require extra support through classroom intervention and specific programmes.

Speaking and Listening

We give children a range of purposes for speaking and listening, using conventions of speech e.g. manners. We encourage using a variety of different sized audiences to contrast purpose. Speaking and listening will sometimes be taught discretely, but more often it will be taught within other areas of the National Curriculum.

Examples of where speaking and listening might occur within the classroom:

- Stories, songs & poems.
- Storytelling.
- Describing events, observations and experiences.
- Giving reasons for actions.
- Explaining ideas and opinions in discussion and responding to others.
- Planning, predicting and investigating in small groups.
- Presentation to different audiences.
- Reading aloud.
- Imaginative play and role play.
- Drama.
- Hot seating.
- Listening to tapes and CD's.
- Class council / school council.
- Circle time.
- Guided Reading Session/Individual reading with an adult.
- During Continuous Provision in Early Years.

Approaches to Spoken Language and Listening:

Spoken Language underpins the development of reading and writing and helps children develop effective communication skills in readiness for later life. The quality and variety of language that pupils hear is vital for developing their vocabulary, grammar and their understanding of reading and writing.

Interactive teaching strategies are used to develop pupils' confidence and competence in spoken language and listening skills. Pupils are encouraged to build firm foundations by using discussion to probe their understanding, discuss and debate concepts. We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language

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is of prime importance. Children who require extra support in speaking and listening benefit from small group sessions and draw on the expertise of Speech and Language Therapists and focussed interventions.

Foundation Stage (Reception):

Children will be taught to listen attentively in a range of situations. They regularly listen to multimedia stories, discuss key events and respond to what they hear. Pupils will be taught to give their attention to what others say and respond appropriately. Children begin to use talk partners, this involves developing good communication skills such as: taking turns, making eye contact and learning that other people have opinions and ideas that are different from their own. This is continued and developed throughout the school.

Pupils will learn how to follow instructions and make independent choices. Children will be encouraged to ask and answer questions and use their own experiences as well as new experiences in response to stories or new encounters. Children begin to develop their own stories and explanations by connecting ideas. Opportunities throughout school provide a rich environment for Foundation Stage children to develop their speaking and listening skills. These include: songs, games, sharing assemblies, special occasions, performances, visits, visitors and frequent encounters with new vocabulary and opportunities to discuss words and their meanings.

Key Stage One (Years 1 and 2):

Pupils in KS1 continue to practise and develop their communication skills through the use of Talk Partners across the curriculum. This helps them to learn to take turns, listen and clearly explain their own ideas. Pupils are exposed to a rich oral language and are encouraged to answer questions in full sentences, using Standard English.

They have frequent experiences to encounter new words through an environment that is rich in vocabulary. They also experience new vocabulary in different contexts across the curriculum. Pupils are explicitly taught new topic vocabulary relating to their current topic for Science, Geography and History which are displayed in the classroom this continues up to Year 6. Pupils are encouraged to play with words and ask about new words they encounter. Children have the opportunity to listen to a variety of multimedia fiction, non-fiction and poetry and they are encouraged to link what they hear to their own experiences. Pupils also experience re-telling stories orally and adapting well-known stories in their own words. Pupils listen to a wide range of poetry, learn to perform poems and build up a repertoire of poems that they can recite off by heart. Children will continue to have a range of opportunities across the curriculum to use their communication skills, these include: Topic projects, The Nativity, poetry recitals, sharing assemblies, visits and visitors to school.

Key Stage Two (Years 3 -6):

As pupils progress through the school, they are encouraged to ask more questions to deepen their learning. Talk partner skills are developed and pupils begin to learn how to debate and form their own opinions about what they have learnt. Children are encouraged to relate learning experiences to their own experiences.

Pupils will increase the bank of stories and poetry that they use to orally re-tell stories and recite poems. The use of play scripts encourages pupils to develop their intonation, volume, pitch and oral presentation of vocabulary. Guided Reading allows pupils to discuss books they have read, clarify new and unfamiliar vocabulary within a small group, take turns within a group, listen to what others say and build on their own ideas as well as challenging others' views. Termly Topic projects continue to support pupils' oral presentation and listening skills. Pupils in KS2 continue to have many opportunities across school to develop their communication skills, these include: Topic projects, sharing assemblies, jobs, Key Stage productions, special occasions, visits and visitors.

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 other times during the school day as part of a broad and balanced curriculum.

Approaches to Reading:

Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided and reciprocal reading sessions. Independent reading provides time for both assessment and 1-1 teaching. Children will be given tasks to work on throughout the week (phonics/spelling/follow up comprehension etc) and a focused time with the class teacher in guided reading sessions.

Daily discrete phonics lessons in EYFS and KS1 enable children to decode efficiently. This is continued into KS2 where necessary.

Children learn to read using their phonic knowledge from our SSP (Little Wandle Letters and Sounds) and applying their secure knowledge during three weekly practice reading sessions which focus on the skills of decoding, prosody and comprehension. Children may also take part in whole class reading and guided group reading activities which focus on particular skills. Teaching assistants lead and support reading practice sessions to ensure that children have frequent opportunities to read with adults. Children are encouraged to choose books to read from pleasure from our well stocked library. Books are organised into genres to encourage children to consider the types of books that they enjoy reading before selecting their own reading material. Each classroom offers an inviting and stimulating reading area where the children will have access to a carefully selected range of books and reading materials, including a selection of books made by the children in each class, newspapers and magazines and a box of topic related books to support their current learning of the wider curriculum. We ensure the books available in the reading areas reflect the children and their experiences whilst also introducing them to new cultures and experiences which they may not be familiar with.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, i.e. dressing up on 'World Book Day', a weekly Library Quiz and a reading at home challenge, Reading Journal Scrapbook and a termly Reading Newsletter 'Open Books Open Minds.'

Foundation Stage (Reception):

Children in the Foundation Stage class take home a book matched to their secure phonic knowledge which is also accompanied by a reading for pleasure book which has been selected by the child themselves. Children will take home wordless picture books initially and then as their phonic knowledge begins to develop, and their ability to decode and blend phonemes in words, they move onto books containing the sounds with which they are secure. Pupils have a home school reading record for parents and teachers to record their progress. Children in The Foundation Stage also start Guided Reading groups after half-term where they are encouraged to blend, segment and read tricky words in games and learn new strategies to help them read. Information is given to parents on how to support their child in reading at reading workshops.

Key Stage One (Years One and Two):

In KS1 children continue to take home a fully decodable reading scheme book which is matched to their secure phonic knowledge. Regular assessments take place to ensure that the book continues to match each pupils' secure phonic knowledge. Pupils will have had the opportunity to read this book three times in school with an adult before taking this book home to practice their accuracy and fluency. Parents are encouraged to listen to their child read daily and record this in their reading record. Pupils will continue to take part in whole class reading sessions and guided reading sessions and regular shared reading of texts.

Pupils in Year 1 continue to learn Common Exception Words and Tricky Words through fun games and classroom activities which are played at school and spellings which are learnt at home. All pupils take have access to weekly spelling practice using the Spelling Shed website. Year One to Year Six pupils take part in a weekly spelling test.

Key Stage Two (Years 3 - 6):

In KS2 children are responsible for choosing books to take home and read for pleasure. We have a wide selection of books both in classroom reading areas, school library and in the outdoor reading shed. Books are organised into genres in our school library. We encourage all readers to share a book at home with an adult. We believe that this not only helps to develop inference skills, but the discussion around a book will help to support and develop lifelong love of reading.

Throughout the Key Stage, children become more independent in recording what they have read in their reading diary. All pupils read to their teacher during guided reading sessions (at least once a week). All classes read a class novel and encourage children to answer questions about what the class has read together. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their understanding of story language and structure, and to enthuse them with a love of books and inspire them as writers.

Assessment

Teachers assess children's reading through AFL (Assessment for Learning) during lessons. Formative assessment also takes place each half term using the NFER tests for each year group starting in Year One in the Spring Term. Children who are working at below age-related expectations or who display gaps in their reading skills are quickly identified and interventions put in place to enable these children to keep up.

Writing

Children are taught writing skills in daily English lessons. Regular opportunities are given to apply and practice these skills in a range of subjects across the wider curriculum. Cross curricular links are planned to ensure that relevant writing opportunities are harnessed.

Approaches to Writing:

Phonics:

Foundation Stage and Key Stage One: (Reception – Year 2):

All pupils participate in a daily Phonics or Spelling session. In the Foundation Stage and KS1, pupils are taught discrete phonics following Little Wandle Letters and Sounds Revised Programme. The order of graphemes and tricky words to be taught can be viewed under the Phonic section of our website. Our fidelity to this highly structured programme allows for teachers to plan children's progression effectively with a clear understanding of the age-related expectations.

All children will undertake a Placement Assessment when they start the phonics scheme and the outcome of this will determine the starting point for their phonics learning. Teachers ensure their planning meets the needs of the children within their class. All teachers formally assess children's progress at the end of each block of phonic teaching so that any identified gaps in the children's learning can be addressed. Misconceptions and difficulties identified on a daily basis are noted and provision is promptly made to revisit this aspect of their phonic learning.

At the end of Year 1 the children will take the statutory National Phonic Screening Test. If children are still working towards the phonic test by the end of Year 1 then they will access interventions and Rapid Catch Up from Term 2 Year 2 to enable them to succeed when they retake the test at the end of Year 2.

Spellings (Year 1-6)

We use Spelling Shed from Year 1 to Year 6 to teach spelling. The scheme is divided up into stages and each stage corresponds to the respective year group. The spellings cover all the statutory words and the spelling patterns in the National Curriculum.

The children will spend time in lessons learning about the spelling rule before accessing the spellings at home using the assigned games and practise tasks set by the teacher on The Spelling Shed learning platform. All children are assigned a personal login to access the spellings on a device at home. Teachers are able to personalise spellings to meet the specific needs of individual children as well as track progress and engagement each week. Children will complete a weekly spelling test in class. Teachers will focus on

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the application of spellings within teacher assessments to ensure that children are transferring their spelling knowledge to their writing. Reception children continue to learn sounds/words in their phonic lessons but will not have formal spelling work sent home.

Key Stage Two (Year 3 -6):

Writing:

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Pupils are taught writing in mixed ability classes; teachers regularly assess and group their pupils according to ability. Ability groups are changed throughout the year to ensure pupils are accessing relevant activities for their ability.

Teachers model writing strategies, the use of phonics, spelling strategies and compositional skills such as, drafting, grammar and punctuation in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length in extended independent writing sessions in Literacy and across the curriculum. Writing with purpose is encouraged and using a creative curriculum gives scope and potential for this. For example, writing a letter, recounts from a school trip to a local Museum, or making a Moving Picture book. Pupils use a range of resources such as Phonic Sound mats, word mats, word lists, dictionaries and thesauruses to support their work.

In keeping within the marking policy, a *sunshine* is used to explain if the objective was met and a *cloud* is used to give a target for next time. Feedback is given to each child in writing (and in addition to this, if necessary, verbally) as soon as possible after the event. Writing targets are monitored at this time also. The children are then expected to take responsibility for making recommended changes (In morning improvement time) and implementing next steps in all their writing.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. There are many opportunities for children to improve their writing inspired by real texts (newspapers, advertisements and websites), drama techniques, use of multimedia texts, visitors, visits and film clips. They may be asked to produce their writing on their own or as part of group. Children will also be given the opportunity to incorporate computing skills and create multimedia and layered texts in their writing.

Regular staff meetings ensure that teachers' assessment of writing is consistent across the school and that there is a clear progression between year groups. The school also takes part in writing moderation groups within the local cluster of schools.

Handwriting:

We use our own handwriting format (See Handwriting Policy) and Letter Family names in school to help children develop fluent, clear and legible joined up writing. Children are taught how to join in year two once they are able to accurately form all letters. Children continue to develop their joined writing and once they are producing a neat and legible style with consistency in sizing of the letters, the child is allowed to use a pen in their handwriting book. Once they have shown that they are continuing to produce high quality writing, they are encouraged to use this in other books. Children are encouraged to take care in the presentation and have pride in their work.

The Use of Computing:

We recognise the important role computing skills have to play in our school in the development of Literacy skills. We also recognise the importance of being computer Literate. Computing skills are used on a daily basis to enhance teaching and learning of literacy and to give all children the opportunity to experience, read and write multimodal texts and develop visual literacy (see Computing Policy).

Assessment and recording

Assessment is fundamental to raising standards and enabling children to reach their potential. Assessment in Literacy takes place daily using a range of strategies such as marking and feedback of work and verbal discussions with children. This information informs subsequent planning and next steps in teaching and

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learning. Planning is annotated to demonstrate adaptations and provide feedback about children's individual/group progress.

Teachers meet regularly to review individual samples of work against Sheffield SAT statements and moderate judgments. Children's extended piece of writing is leveled, alongside other pieces of work, to support the judgment of the teacher. Children have reading and writing targets which are displayed in the classroom and children are expected to work on these in all their reading and writing.

Targets are set at the beginning of each term and progress towards them is reviewed throughout the year. Records are collated to inform the school's School Improvement Plan (SIP) and Literacy Action Plan. This tracking also includes half termly tracking of standards for each child. This data is used by the English Subject Leader and Head Teacher to review progress towards end of year targets.

The outcomes of regular assessments and tests are recorded and forwarded to the headteacher and subject leader.

Formal assessments specific to year groups:

Year	Assessment
Foundation stage	Attainment on entry Baseline Attainment on exit Teacher Assessment
Year 1	NFER Reading Test starting Spring/ Summer Teacher Assessment
Year 2	NFER Reading Test Autumn/Spring/Summer KS1 SATs Teacher Assessment
Years 3, 4, 5	NFER Reading Test Autumn/Spring/Summer NFER Spelling, Grammar and Punctuation Test Autumn/Spring/Summer Teacher Assessment
Year 6	NFER Reading Test Autumn/Spring/Summer NFER Spelling, Grammar and Punctuation Test Autumn/Spring/Summer KS2 SATs Teacher Assessment

Reporting

Parent consultation evenings are held in the Autumn and Spring terms where children's progress and achievement will be discussed. All parents receive a written report on which there is a summary of their child's achievements and progress, together with a comment on the child's effort and engagement with Literacy. Informal discussions may happen at any time.

SATs results are published in accordance with Government legislation.

Equalities

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. We will always strive to ensure equality of access to English for all pupils irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010)

Inclusion

Wherever possible we aim to fully include all pupils in English teaching. Through our English teaching we provide learning opportunities that enable **all** pupils to make progress. We set suitable learning challenges and respond to each child's individual needs.

