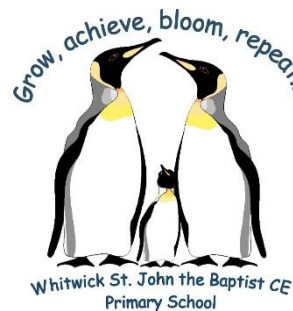


Whitwick St. John the Baptist C.E. Primary School

ENGLISH POLICY



Grow, Achieve, Bloom, Repeat

This vision is based on the Parable of the Sower from Matthew 13 1-23

'...Still other seed fell on good soil, where it produced a crop—a hundred, sixty or thirty times what was sown.'



We aim to provide a supportive, stimulating and secure environment where children are encouraged to express themselves and where their contributions are valued. We will develop children's abilities within an integrated programme of speaking, listening, reading and writing, providing pupils with meaningful, engaging contexts for learning. We will enable them to communicate creatively through spoken and written language and help children enjoy and appreciate literature and its rich variety.

Agreed by Staff: February 2019

Agreed by Governors: February 2019

Signed (Chair): _____ Date: _____

English Policy

1.0 Whole School Vision, Ethos & Aims

Our Whole School Vision

Grow, Achieve, Bloom, Repeat

This vision is based on the Parable of the Sower from Matthew 13 1-23

'...Still other seed fell on good soil, where it produced a crop—a hundred, sixty or thirty times what was sown.'

The parable tells us that the good soil represents the word of God. As a school, we provide the good soil, the water, the sun and the space that seeds need in order to grow and bloom.

At Whitwick St John the Baptist our approach to all elements of school life, including Geography, are underpinned by our vision.

Our Whole School Curriculum Drivers

Community and Culture	Communication	Confident Individuals	Ambition & Opportunities
Individuals who take pride in their own community and respect and embrace the culture of others.	Individuals who can communicate their thoughts, ideas and feelings in a wide range of different forms.	Individuals who are confident in taking the next-step in their education.	Individuals who embrace opportunities and have ambitions for the future

2.0 Our School's Vision for English

At Whitwick St John the Baptist, we believe that English and communication are key life skills.

Through our English curriculum, children develop the skills and knowledge that will enable them to express their thoughts succinctly, confidently and creatively through spoken and written language, equipping them to become life-long learners, reach their full potential and have a broad and comprehensive vocabulary

3.0 Rationale

We want to inspire, challenge and excite our children through books and storytelling to empower them to develop a life-long love of language, be critical thinkers and empathetic adults

4.0 Aims

- To develop children's ability within an integrated programme of Speaking and Listening, Reading and Writing.
- To fully embed English skills into a broad and balanced curriculum where children have the opportunities to apply their learning in a range of purposeful contexts.
- To develop children's ability to communicate freely, effectively and imaginatively in spoken and written English.
- To deliver the statutory National Literacy Curriculum 2014 in a fun and engaging way which inspires all children from whatever background and of whatever ability.
- To provide children with the necessary skills to become competent, creative and efficient users of the English Language to prepare them for secondary school and to enable them to become successful in their later lives.

English

The English Curriculum is delivered according to the requirements of the National Curriculum 2014. Long term year group curriculum mapping ensures appropriate coverage and the development of skills throughout the school. Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

Speaking and Listening

Speaking and listening skills are taught through cross curricular topics as well as discrete lessons such as debating techniques or performance poetry. Our curriculum, based around storytelling, ensures skills coverage and progression through the school. Staff have received training on effective questioning which develops the children's ability to express their opinions clearly with appropriate reasoning as well as listening attentively and formulating their own questions.

Storytelling

All staff have been fully trained in the storytelling approach and it is now used across school from Pre-School to Year Six. In addition, we have two trained storytellers who are used for support throughout the school. Children are taught a new story every half term which provides the backbone to topics, allowing other subject areas to branch off. Through good teacher modelling and effective progression, children will become competent storytellers themselves, developing a rich repertoire of story language, impacting not only on speaking skills but also reading and writing.

Phonics and spelling

Phonics is taught following 'Supersonic Phonic Friends' from Pre-School to Year Two, alongside the New Curriculum programmes of study. Teaching is whole class with additional support (pre-teach, post-teach, intervention sessions) for the bottom 20%. Half termly assessment using Phonics Tracker informs class teachers of progress as well as Phonics Screening assessments. Children who do not pass their phonics screening check in year 1 continue to receive phonics teaching in year 2. Children in KS2 who need additional support for reading also receive phonics intervention.

Spelling is taught as a discrete lesson as well as through the wider curriculum.

Reading

We strive to create a culture where reading is fun and where there is no distinction between a 'reading book' and a 'book'. Books are re-stocked regularly to make sure they are: in good condition, current, provide a wide range of genre and are appealing to the children. Reading for pleasure is given a high priority with inviting and accessible reading areas, discussions about books and weekly library sessions. All classes have a 'class read' which can then be incorporated into reading lessons.

In EYFS and year 1 children read a fully decodable book which is closely linked to the phonics phase. They also have a library book which can be changed weekly. As children move to Year 2, those still receiving additional phonics support will continue to have fully decodable reading books. When ready, in year 2, as children become more independent in their reading they are able to choose books freely (non-banded books). Support is given to ensure these choices are appropriate. In KS2 children have free choice of books from classrooms as well as from the school library.

The teaching and application of reading skills is embedded across all curriculum subjects. Book Talk sessions are taught throughout school, promoting reading for pleasure. Discrete teaching of reading skills is taught in EYFS and KS1 through guided reading sessions. In KS2 (including Year 2 from Spring Term), discrete teaching of reading is taught through whole class reading lessons using Rising Stars Cracking Comprehension as well as VIPERS. Here, individual skills can be taught and applied throughout the year.

Leicestershire Library Services support school with a well-stocked school library, artefacts to support the wider curriculum and regular staff training.

Writing

We recognise the need for children to have a reason, purpose and audience for writing.

Storytelling is used as a stimulus for writing, together with explicit links across the curriculum which provide writing opportunities that help children see the relevance and application of the different fiction and non-fiction text types in different situations.

Spelling, punctuation and grammar skills are taught through a combination of discrete lessons and these are applied through the wider curriculum. Children are given opportunities to draft and edit their writing and also self and peer assess.

Shared and Guided Writing

Teachers use the strategies of “teacher modelling”, “scribing” and “supported composition” flexibly and imaginatively in order to help children “think like a writer”.

Where writing is guided or heavily modelled, teachers indicate this in books.

Handwriting

Children are encouraged to write from Foundation Stage using an appropriate posture and pencil grip. Hand strengthening, fine and gross motor control activities are taught in EYFS and year 1 to support correct pencil grip. This is a priority in EYFS and year 1 before developing to a cursive style when ready in year 2.

Ergonomic and left-handed pens are used to support children where required.

Assessment, Recording and Reporting

Children’s work in English is assessed according to the Policy for Assessment, Recording and Reporting through observation, discussion, scrutiny of work, child discussion interviews and evaluating outcomes.

Inclusion:

SEND children and children with EAL are assessed regularly by the class teacher and SENCO and steps are taken to provide the necessary additional support:-

See also Inclusion policy.

Spiritual Development and Christian Ethos

Pupils are given opportunities to:

- Express personal thoughts, feelings and ideas in creative writing
- Understand human feelings through stories which tell of human achievement
- Reflect on issues raised in texts
- Explore values and attitudes expressed through texts and language
- Experience and share a sense of wonder through the beauty of language used in poetry, literature and the spoken word
- Listen to stories from the Bible during collective worship
- Listen to, tell and act out stories from a range of world faiths and religions

The role of the Subject Leader

The English Subject Leader holds a TLR position and is responsible, with the Headteacher, for the monitoring of standards of literacy within the school.

The Subject Leader:

- Identifies staff development needs and arranges in-service training
- Shares expertise
- Ensures that resources are available and appropriately deployed
- Discusses analysed pupil performance data with the Headteacher
- Assists with lesson observations and feedback
- Keeps abreast of relevant publications and information relating to the subject
- Is accountable for achievement and standards

Monitoring and Evaluation

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

- The Subject Leader has release time allocated to enable her to observe lessons, complete book trawls, monitor the impact of interventions and new teaching approaches and analyse attainment and progress in Reading, Writing, Phonics and Speaking and Listening.
- Writing moderation is carried out within and across year groups as well as across our Schools Collaborative Partnership Group. The subject leader also moderates writing within the FW TSA group.
- Data is analysed termly by the SLT and pupil progress meetings are completed with class teachers. Common difficulties according to gender and pupils performing below or above their targets are identified and appropriate action taken.
- The school's English Action Plan is updated annually by the Subject Leader
- The Governors review progress against the action plan.

Parental Involvement

Children are given many opportunities to share their learning with their parents, carers and/or grandparents. This ranges from storytelling during 'Carols for Cancer', year group assemblies, 'Enterprise Week', performances or attending parent information sessions. Parents, especially in EYFS and KS1, are encouraged to support their children with reading and information sessions occur particularly in the Autumn Term.