

English Policy

At Treloweth CP school, we believe that language has a unique role in developing human learning and that the primary function of language and language teaching is the intellectual development of the child. The development of thinking skills through the acquisition of language is considered to be essential to the entire curriculum. This philosophy is reflected in our classroom practice.

Aims

Our aims are to help children develop:

- the ability to question, to argue rationally and to think for themselves;
- the use of language as a vehicle for further learning;
- the ability to speak clearly, concisely and with expression;
- the ability to listen attentively in a range of contexts;
- the ability to write legibly in a joined hand with accurate spelling, an understanding of grammar and punctuation and in a wide range of contexts;
- the ability to read a range of texts confidently and fluently for specific purpose and pleasure;
- the ability to use Standard English appropriately.

Guidelines

The different areas of English are taught through modules of work, which focus on different genres both fiction and non-fiction. Children also progress through the Read Write Inc programme; this is in addition to daily literacy teaching. Standardised weekly planning sheets are produced for literacy and reading and saved in 'teachershare'.

Within the Foundation Stage, literacy teaching is incorporated into the structure of the day in an informal way. Teachers use the EYFS guidance, Read Write Inc planning and the 'Talk for Writing' progression document to support planning. At an appropriate point within the Reception year, children will begin to participate in a more formal literacy lessons in preparation for Year 1.

From Year 1, all children will progress through the Read Write Inc scheme, in addition to other literacy teaching, until their attainment progresses beyond the scope of Read Write Inc.

Teachers aim to make links between their teaching of English and other subjects. Our 'Challenge curriculum' planning structure promotes the cross curricular teaching of the English modules.

Equal Opportunities

Teachers ensure that all pupils have equal access to the full Literacy curriculum.

Speaking and Listening

Our aim is that, by the age of eleven, pupils will:

- communicate ideas, points of view and explanations clearly;
- use spoken language effectively in different situations;
- begin to use spoken language to generate, discuss and clarify needs;
- listen politely and responsively

SEND

Pupils with specific difficulty with speech, language or communication will receive support through:

- targets and programmes set in ILPs;
- additional teaching time, both in and outside the classroom;
- additional practice provided by non-teaching assistants or volunteers;
- any programmes provided by the speech and language therapist.

Reading

Our aim is that, by the age of eleven, pupils will:

- be fluent readers;
- choose to read for pleasure;
- be able to gain information by reading;
- have a love of books.

In the early stages, pupils are taught to use their knowledge of phonics to decode unknown words. As they become more fluent they may draw on different decoding strategies including: context, grammar, graphic and word recognition although phonics remains the primary strategy.

Pupils are taught higher order reading skills, when they are ready, including: comprehension, interpretation, skimming and scanning. They are taught how to apply these reading skills to support learning in other subjects.

Reading is taught through:

- shared reading – a whole class approach (Take One Book)
- guided reading – a differentiated group approach;
- independent reading - a structured opportunity to apply reading skills;
- personal reading

Writing

Throughout the whole curriculum opportunities are planned to teach extend and promote English.

By the age of eleven, pupils will:

- be confident writers;
- be able to write in a variety of genres with an awareness of audience and purpose;
- be able to write appropriately in a joined hand.

Developmental writing is valued as a means of developing pupil confidence in writing and in conjunction with this, the following structured approaches are used:

- shared reading – a whole class interactive approach to reading a text to understand how it is structured and how it can act as a model for writing;
- boxing up the text – a whole class approach to supporting children with adapting sample texts to new situations.

- shared writing – a whole class approach to making explicit how an experienced writer composes a text;
- guided writing – a differentiated group approach to further develop writing composition;
- independent writing – a structured opportunity to apply writing skills;
- personal writing – a planned approach to writing reflectively;
- explicit teaching of grammar – drawn from the new National Curriculum 2014.
- explicit teaching of handwriting, presentation and spelling

Editing and Drafting Work

Editing and drafting work is taught throughout the school. Day to day work may be edited by the pupil or adult by making additions and changes focussing on the content, structure, grammar, punctuation and spelling. Editing and drafting symbols are common to all classes. The range and number of symbols used increases with the attainment and maturity of the pupils. Symbols are displayed on classroom walls.

Assessment in English - Reading

On a daily/weekly basis:

Records are kept within each child's Reading Record book of reading opportunities and achievement. There is space for a note to be kept of the books read;

- guided reading records are kept noting progress towards a key objective;
- six-eight weekly assessments of all children participating in the Read Write Inc scheme are made by the Read Write Inc manager. This enables the close monitoring of the children on the programme;
- every week each child in EYFS and KS1 receives a comment in their reading record book from their Read Write Inc teacher;

On a termly basis:

- book band levels are tracked against National curriculum Levels;
- an assessment for each child is recorded.

On an annual basis:

- end of key stage assessments in years 2 and 6;
- children are tested using the Group Reading Test at beginning and end of the year, scores recorded;
- A comment is recorded in the annual report regarding the current achievement and next steps for the child.

Assessment in English - Writing

Mini-Targets

Teachers set mini-targets throughout the year for individual pupils based upon the key objectives for an area of writing. These are informed by the new National Curriculum 2014 materials:

On a daily/weekly/termly basis:

- evidence is provided through independent writing tasks which cover a range of genre;
- details of progress are recorded on planning sheets. Notes may also be made against the mini-targets in each pupil's Literacy book and through teacher and pupil use of the class mini-target boards;
- children progressing through the RWI programme are regularly assessed every 6-8 weeks. Groups are then adjusted accordingly.
- Regular assessments are made

On an annual basis:

- end of key stage assessments in Years 2 and 6;
- teachers produce a range of genre for selected pupils for the moderation of writing.

SEND

Pupils with special educational needs may receive additional support through:

- targets and programmes set in ILPs;
- additional teaching time both in and outside the classroom;
- specialised resources and materials;
- additional practice provided by non-teaching assistants or volunteers.

Appendix 1: Spelling Guidelines

Aim

Our aim is to develop children's understanding of an ability to use a range of strategies and techniques leading to confident and accurate spelling.

We acknowledge the importance of the gaining of spelling skills for all pupils. Skills and strategies in spelling are taught in line with the new National Curriculum 2014. Strategies include the Read Write Inc spelling programme and the new Penpals online handwriting scheme.

Pupils are taught how to learn spelling through a variety of strategies including: phonics, visual and morphemic strategies, graphic knowledge, mnemonics and principles and rules of spelling.

Spelling is taught in Read Write Inc, during English sessions and during additional spelling sessions in Key stage 2. Pupils are given the opportunity to develop and practise their skills during the independent work session. Good spelling, at the level of the individual, is expected throughout all written work.

From year 1 onwards, pupils are expected to learn spellings at home each week.

Marking of Spelling

Spelling mistakes need not be identified in every piece of writing. However, if repeated mistakes are made when using words from the relevant year group related vocabulary banks.

- Foundation stage - at early stages of writing development pupils are always praised and encouraged for attempting to spell the high frequency words and for 'having a go'.
- In Years 1 and 2, high frequency words need correcting. These mistakes are dotted, the correction is given and pupils re-write the word into spelling journals for learning.
- KS2 identify mistakes with 'sp' in the margins or underline the mis-spelt word. Children then look this word up and enter it into their spelling journals for individual learning.
- No more than 3 words should be identified in any one piece of writing.

Appendix 2: Handwriting Guidelines – to be amended

Our aim is that by the age of eleven all pupils can write legibly in a joined hand and can employ a variety of presentational techniques, such as block printing, as appropriate. We expect that most pupils will have been taught all of the joins by the end of Year 2.

Teaching of handwriting

- Handwriting is taught in line with the new National Curriculum 2014.
- In the foundation Stage and in Key Stage 1, handwriting is taught both in the Literacy lesson (when pupils are undertaking phonic work) and during dedicated handwriting sessions. Teaching sessions may vary between small groups and whole class.
- The required letter and number formation is illustrated on the attached sheet.
- Pupils are taught to print with ligatures and to join particular letter combinations as they learn them in phonic sessions.
- Joins are taught in line with Nelson Joined Script: capitals do not join and b, g, j, p, q, s and y are break letters and do not join. All letters that end on the left do not join.
- Initially, pupils write in pencil and are encouraged to take responsibility for sharpening their pencils. Rubbers are discouraged and pupils are taught to draw a neat line through errors with a ruler.
- When pupils are joining fluently and have completed their 'Whizzy Writing Checklist' they use a pen. This usually occurs in Years 3 or 4. At all stages children are given the opportunity to experiment with different writing tools, papers, and line spacing and there will be times when children can select their own writing equipment.
- Pupils are expected to produce neat, legible work at all times. They are taught to distinguish between a rapid script and a more formal script and to recognise when the use of each is appropriate.
- In Key Stage 2, pupils are encouraged to develop an individual writing style and to focus on fluency, letter sizing and spacing and the correct sizing of ascenders and descenders.
- Where children join the school with a different but equally acceptable handwriting style, we do not attempt to alter the child's style but encourage them to develop it.
- Provision is made for left-handed children to develop a good handwriting technique through the provision of appropriate materials and individual advice.

Appendix 3: Presentation Guidelines for English

Teachers should model good presentation. Writing in children's books should be in complete sentences, using correct punctuation and in the agreed legible style. Teachers should have consistently high expectations in relation to the presentation of work.

Literacy and other subjects:

- long date written in joined writing and underlined with a ruler;
- leave an empty line;
- learning intention written in joined writing (not underlined);
- errors should be corrected in pencil with one ruled line through, rubbers should not be used.
- a pen will only be used when children are consistently joining their writing (blue ink);
- green pencils are used for improvement marking in EYFS and KS1, black pens are used in KS2;
- work sheets should be kept to a minimum and should be pre-cut before being stuck into a book.

Appendix 4: Library Guidelines

Aims

- To raise the profile of books and reading throughout the school.
- To promote reading for pleasure
- To improve library and reference skills of the children.
- To enhance independent and life-long learning skills

Objectives

- To provide a weekly timetabled period for each class to use the library and to make the whole school community aware that this is a highly valued part of the school's resources.
- To provide a quiet, well organised and attractive area for use as a space for teaching groups, meetings and other planned activities.
- To improve the library and reference skills of children throughout the school.

Organisation

A weekly timetable will operate giving each class a library session. Staff will remain free to use this time either on a formal basis or informally.

Librarians will be trained (two children from each class each half term) and it is their responsibility to scan books in and out on behalf of their class mates.

Children are given tuition in the care and value of books, and the way the library is organised.

It is the class teacher's responsibility to check that books returned to the library have tickets and that they are placed in the "returns" box and NOT back on the shelves.

Children are able to change their books during timetables library sessions, and as required by teachers when monitoring reading.

Organisation of the library will be reviewed regularly and practice will be amended as and when appropriate.