



Ball Green Primary School

English Policy

Rationale

At Ball Green Primary School we believe that English is a fundamental life skill. English develops children's ability to listen, speak, read and write for a wide range of purposes. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across all areas of the curriculum.

School Aims

- To provide a rich and stimulating language environment, where speaking and listening, reading and writing are integrated.
- To help pupils understand the written thoughts of others, that is, to help children to read fluently, with understanding and motivation towards their reading.
- To provide opportunities for pupils to become confident, competent and expressive users of language both spoken and written.
- To encourage children to listen attentively and with understanding, allowing children to form individual views and opinions.
- To fulfil the objectives set by any Government legislation, based on the needs and development of our individual children.
- To work in partnership with parents to develop children's English skills and positive attitudes towards reading and writing.
- To enable children of all abilities to participate fully within a differentiated curriculum.
- To develop the powers of imagination, inventiveness and critical awareness in all areas of English.
- To provide a stimulating and enriched learning environment, to support the development of English skills.

Every child. Every chance. Every day.

Article 28: Every child has the right to an education.

Article 29: Ball Green Primary School has a responsibility to develop every child's personality, talents and abilities to the full.



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Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programs of Study-Key stages 1 and 2 (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2012).

Overview

We will provide a consistent whole school approach to raising standards in Literacy across the curriculum. This policy consists of key paragraphs that explain how English is taught;

- Teaching and Learning
- Reading
- Writing
- Speaking and Listening
- Spelling, Punctuation and Grammar
- Handwriting
- Phonics (see RWI policy)

Teaching and Learning

In the Foundation stage (Nursery and Reception) Children are given opportunities to:

- Speak and listen and represent ideas in their activities
- Use communication, language and English in every part of the curriculum
- Become immersed in an environment rich in print and opportunities to communicate.

At Key Stage 1 (Years 1 and 2) Children are given opportunities to:

- Speak confidently and listen to what others have to say
- Learn to read and write independently and with enthusiasm
- To learn to use language to explore their own experiences and imaginary worlds.

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At Key Stage 2 (Years 3,4,5 and 6) Children are given opportunities to:

- Learn to change the way they speak and write to suit different situations, purposes and audiences
- Read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them
- Explore the use of language and literary and non-literary text and learn how the structure of language works.

Reading

Reading is at the heart of high quality English teaching at Ball Green. There is a clear reading structure that builds on children's reading skills and confidence. From Year 1 to Year 6 there is a planned and consistent approach to Reciprocal reading sessions. No one reading book scheme is used, but texts are chosen to suit children's interests and ability by class teachers which clearly allow teachers to monitor progress within reading. As a school we aim for a member of staff to read with each child 2-3 times per week providing further teaching opportunities for reading comprehension. Targeted children for accelerated progress are also given opportunities for daily reading with an adult. Evidence is collected through discussion, questioning and through written reading comprehension activities. Each term children in years 2 to 6 are formally assessed through the use of comprehension test papers. The results from these tests are used to support the teacher's judgements. Outside of class reading sessions, children are actively encouraged to read a range of text types in school and at home. Pupils use Reading Journals to complete a range of related follow up activities through guided reading, in using these journals children take ownership and select the tasks to complete; encouraging enjoyment and pleasure for reading. Pupils continued reading at home is celebrated and encouraged and this partnership with parents to support pupils reading is actively encouraged. The school has recently introduced Pearson's 'Bug Club' in order to provide pupils with a broad range of engaging non-fiction and fiction texts which are available for pupils to read at home. Pupils are assigned text, which are organised into the same coloured bands and therefore appropriate to their ability and age group.

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Reading though relationships is a initiative by the school where members of staff are given the opportunity to build relationships through reading with children of all ages. Children are randomly selected and assigned to staff members who then arrange times across the period of 1 week to read with their child. Staff record their experiences in a reading journal.

For Foundation stage please see RWI policy.

Writing

At Ball Green, a text based curriculum introduces children to high quality texts to provide the stimulus for extended writing. Each class follows a long term plan of structured units but have flexibility to select engaging and relevant texts to inspire learners and provide cross curricular opportunities. These cover a wide range of genres; including non-fiction, picture books, poetry anthologies and novels. These sessions will use a range of creative approaches to support the pupils understanding and exploration of the text, including drama, speaking and listening tasks and text and illustration studies.

In the Foundation stage writing is taught through Read, Write Inc. All Learning is taught through a topic based approach planned around a text. Through continuous provision children are given opportunities to write independently and through adult focused activities.

In writing children are assessed against age related expectations and teacher's judgement. Writing is moderated within key stages termly and opportunities for LA moderations and cross school moderations are set up to quality assure judgments.

Speaking and Listening

We recognise the importance of spoken language in pupils' development across the whole curriculum - spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include: presentations through creative curriculum, debating, talk partners, drama and school performances. Opportunities for speaking and listening skills are taught in English, across the curriculum and during extra-curricular activities too. they get the opportunity of

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Spelling, Punctuation and Grammar

At Ball Green pupils from year 1 to 6 are expected to learn to spell the high frequency and common exception words and use these within their writing, they are also tested against the age related spelling patterns set out by the National Curriculum Programmes of Study (2014) and no-Nonsense Spelling. Each week 5-15 words are taken home to learn to spell and are tested on a weekly basis. Spelling rules and patterns form the basis of discrete key skill sessions taught weekly. Punctuation and grammar is taught through Non-Nonsense Grammar in English lessons, in key skill sessions and referred to, when appropriate, in the extended writing task. During some of these sessions children are given the opportunity complete a Grammar Hammer. The results from the Grammar Hammers are recorded and analyzed by class teachers informing teaching and future sessions.

Handwriting

All Children in Ball Green are encouraged to use the correct pencil grip, where children find this difficult and pencil grip is used to aid and correct this. Children are encouraged to 'pick and flick' their pencil to encourage the correct grip. In Foundation Stage children learn letter formation through Read, Write Inc using rhymes to teach the correct formation and orientation (See RWI Policy). Children are taught cursive handwriting from Year 1 where they learn how to form letters with the correct orientation with leaders and exit points. Our expectation is that by the end of Key Stage One children will be able to join their writing with emphasis on presenting writing that is neat and legible. Children are rewarded with good consistent presentation with a pen license presented during celebration assembly. It is our aim as a school to have all children achieving a pen license by the end of upper key stage 2.

Nursery and Reception

Objectives are taken from the revised EYFS guidance and focus predominantly on the areas of 'Communication and Language' and 'English' which encompasses both reading and writing.

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Children are assessed in the nursery against their age related expectations (emergent, expected or exceeding) and where necessary those exceeding their age related expectation are encouraged to work towards the 'Early Learning Goals'. In reception children are assessed against the 'Early Learning Goals'

Inclusion

All children receive quality first literacy teaching on a daily basis and activities are differentiated accordingly. Where identified some pupils are considered to require targeted support to enable them to work to age appropriate objectives. Intervention strategies are mentioned on individual children's Pupil Passports and discussed with parents. More able pupils are planned for by class teachers to stretch and challenge. The needs of children with English as an additional language will be met through planning and support.

Parental involvement

We believe it is vitally important to work together with parents and carers to support their child's development of English. We promote a positive home school partnership in the following ways:

- Asking parents/carers to read regularly at home and record and write comments in the pupils reading record.
- Sharing information – newsletters, parents' leaflets, reading diaries;
- Celebrations – special events such as World Book Day, assemblies, displays, book fairs, etc
- Home Learning - in line with our homework policy and home/school agreement;
- Parental help- volunteer helpers to hear children read
- Big Chat home work – set by class teacher to inform parents of new English units and texts and informs parents on how they can support their child in their learning.

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Monitoring and Evaluation

English is monitored by the Head teacher, Deputy Heads and SLT. Having identified priorities, the English Leaders construct an action plan that forms part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, resource scrutiny, work sampling etc.

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