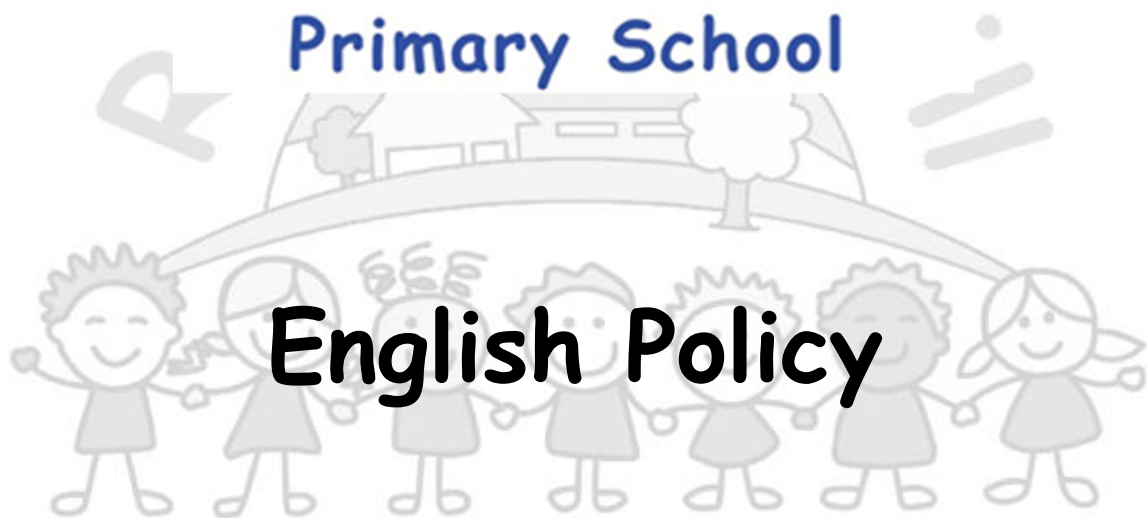




Primary School



Primary School

Aims

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of 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 listening across a range of different situations.

The aims of teaching English are:

- ✚ to enable children to speak clearly and audibly, and to take account of their listeners;
- ✚ to encourage children to listen with concentration, in order to identify the main points of what they have heard;
- ✚ to show children how to adapt their speech to a wide range of circumstances and demands;
- ✚ to teach children effective communication, both verbal and non-verbal through a variety of drama activities;
- ✚ to help them to become confident, independent readers, through an appropriate focus on word, sentence and text level knowledge;
- ✚ to develop enthusiastic and reflective readers through contact with challenging and substantial texts;
- ✚ to foster enjoyment of writing, and a recognition of its value;
- ✚ to encourage accurate and meaningful writing, be it narrative or non-fiction;
- ✚ to improve the planning, drafting and editing of their written work.

Teaching and learning style

- ✚ At Rowlatts Hill Primary School we use a variety of teaching and learning styles in our English lessons. Our principal aim is to develop children's knowledge, skills and understanding. We do this through daily lessons in which children experience phonics/spelling, reading, writing, including a guided group or independent activity and time to review progress and learning. Children will experience a balanced amount of each activity during a block of work. They have an opportunity to experience a wide range of texts, and to support their work with a variety of resources. Children use ICT in English lessons. Wherever possible, children are given opportunities to apply their learning in other areas of the curriculum. The Creative Curriculum gives them regular opportunities for "real" audiences and purposes to write.

- ✚ In all classes, children have a wide range of abilities; we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons we do it through differentiated group work, while in others we ask the children to work from the same starting point before moving on to develop their ideas. Often the children choose their own challenge through the use of 'chillis' or 'bronze, silver and gold'. Children may be "set" for some lessons. During timetabled intervention sessions teaching assistants support children who need specific support E.g. "Better Reading partners" (BRP).

English curriculum planning

- ✚ English is a core subject in the National Curriculum. We use the statutory requirements to support planning.
- ✚ Planning is informed by Target Tracker, Read Write Inc (FS and KS1), Talk for Writing (Key word actions Appendix 1), Alan Peat and the English Programmes of Study. Nelson Grammar and Alan Peat punctuation is used to plan and teach grammar. Spelling is planned and taught through the Read Write Inc Spelling Programme from years 2-6. Sentence structure is planned using the Alan Peat developmental continuum (Appendix 2).
- ✚ Curriculum coverage and genres are built on year on year (Appendix 3)
- ✚ The curriculum for each year group is shared on the schools website.

The Foundation Stage

- ✚ In addition to following Read, Write Inc we give all children the opportunity to communicate in a widening range of situations, in a free flow system, they respond to adults and each other, listen carefully, practise and extend their vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them, to learn about them, and to use them in various situations.

Contribution of English to teaching in other curriculum areas

- ✚ The skills that children develop in English are linked to, and applied in every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school.

Spiritual, moral, and cultural development

- ✚ The teaching of English develops skills through which our children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

English and ICT

- ✚ The use of information and communication technology, with clear learning objectives, will promote, enhance and support the teaching of English at word, sentence and text level. It also offers ways of impacting on learning, which are not possible with conventional methods, for example interactive and non-linear stories.
- ✚ ICT is used as whole-class, group and independent level. The screen projection of text enables it to be read and shared. A wide range of text types are available through the internet or CD-ROMs to encourage the framing of explicit questions. Word banks or word grid software speed up recording. Software is used to support independent reading (text to speech), and writing (spell checkers). A range of software is used to develop specific grammatical and spelling skills. Lessons can focus on what pupils have achieved using ICT, or ICT can provide the means of presenting their outcomes (via multimedia presentation).

English and inclusion

- ✚ At our school we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all responsible steps to achieve this.

- ✚ When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors- classroom organisation, teaching materials, teaching style, differentiation- so that we can take additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against year group expectations. This ensures that our teaching is matched to the child's needs.

Teachers provide help by using:

- ✚ texts that children can read more easily and understand;
- ✚ visual and written materials in different formats;
- ✚ ICT, other technological aids and audio materials;
- ✚ alternative communication, such as signs and symbols;
- ✚ translators and amanuenses.

Assessment for learning

- ✚ Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Children are encouraged to make judgements about how they can improve their own and other's work. They then use purple polishing pens to improve their work and may go on to present it as a polished piece.
- ✚ Teachers use medium-term assessments to measure progress against the Key Performance Indicators and Target Tracker statements, this enables them to plan their next block of work. PIRA's are used termly across KS1 and KS2. Rising Stars GPAS progress assessments are used half-termly.
- ✚ Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments they are able to set targets for the next school year, and to summarise the progress of each child before reporting to parents. The next teacher then uses these long-term assessments as the planning basis for the new school year.
- ✚ These long-term assessments are based on end-of-year tests and teacher assessments. Children undertake the national tests at the end of Year 2 and Year 6.

- ✚ Teachers meet to review and moderate examples of work against the Key Performance Indicators and Target Tracker statements within year groups at school and with the development group to moderate written work.

Resources

- ✚ There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries and other age appropriate materials. Classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet either through their classroom computer, the laptops or Ipads. The library contains a range of books to support children's individual research. Resources are reviewed regularly and new material purchased where appropriate.

Monitoring and review

- ✚ Monitoring of the standards of children's work and the quality of teaching in English is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for English in the school. The subject leader gives the head teacher and senior leadership team feedback, evaluating the strengths and weaknesses in the subject, and indicating areas for further development and improvement. Time is allocated in which to review samples of children's work and to undertake lesson observations of English teaching across the school. There is a named governor responsible for literacy who meets with the subject leader in order to review progress.

Equal Opportunities

This policy should be read in conjunction with the following policies:

- ✚ Equal Opportunities Policy
- ✚ Race Equality Policy
- ✚ Single Equality Policy

Ratified by the Governors: July 2016

Signature:

Chair of Governors - Rev Clare King -

Review: July 2018

Appendix 1 - Key word actions



Appendix 2 - Alan Peat sentence developmental continuum

Sentence types - Alan Peat Developmental Continuum - to be used in conjunction with Alan Peat Exciting Sentences (the CEPRESS Ltd)

Note - this is a **suggested order** for the introduction of each of the sentence types, the sentence types become increasingly complex. It is not a continuum in which the more complex types gradually replace the simpler ones: all are equally valid!

Sentence Type	Example
Foundation Stage	
Simple sentences and those joined by 'and'	I went to the park. I went to the park and ...
Key Stage 1	
BOYS (But, Or, Yet and So)	He could be really friendly, or he could be miserable.
2a	He was a tall, awkward man.
2A 2A	He was a tall, awkward man with an old, crumpled jacket.
All the W's (Short sentences)	What next? Will that really be the end?
SIMILE (like a.../as a...)	The moon hung above us like a pale white face.
KS2	
3_ed	Frightened, terrified, exhausted , they ran from the creature.
Verb, person	Flying, John had always been terrified of it.
Emotion word	Desperate , she screamed for help.
Personification of weather	The rain wept down the window.
The more, the more	The more upset she was, the more her tears flowed.
SHORT (1, 2 or 3 words)	Everything failed. Then it happened.
Ad, same ad	He was a fast runner, fast because he needed to be.
Noun, which/who/where	Cakes, which taste fantastic, are not so good for your health.
De: de (Description:Details)	The vampire is a dreadful creature: it kills by sucking all the blood from its victims.
2 pairs	Exhausted and worried, cold and hungry , they did not know how much further they had to go.
O.(I)(Outside/inside) What the character is supposedly thinking: (true inner feelings.)	He smiled and shook the man's hand warmly. (Inside, however, he was more angry than he had ever been)
If, if, if, then	If the alarm had gone off, if the bus had been on time, if the road repairs had been completed then his life would not have been destroyed.
MANY QUESTIONS	Where is the treasure? the diamonds? the gold? the rubies?
3 bad- (dash) question?	Thirst, heatstroke, exhaustion - which would kill him first?
Verb with double ly ending	He swam slowly and falteringly.
Some; others	Some people love football; others just can't stand it.
P.C. (paired conjunctions)	It was both cold and unpleasant.
Imagine 3 examples	Imagine a place where the sun always shines, where wars never happen, where no-one dies: In the Andromeda 5 system there is such a planet.
Irony Sentences	Our 'luxury' hotel turned out to be a farm building.

Appendix 3 - Literacy coverage

Literacy coverage - The following will be covered explicitly but not exclusively in each year group.

Year Group	Fiction	Non-fiction	Poetry
Foundation Stage	Narrative - from a wide range of genres including personal experience, traditional/fantasy tales.	Shopping list/labels/ instructions/ recount	Nursery rhymes
Year 1	Narrative including character and setting from a wide range of genres including familiar/traditional/fantasy	Instructions/labels/recount/NCR	Rhyme/acrostic Traditional Rhyme
Year 2	Narrative including character, setting and plot from a wide range of genres including familiar/traditional/fantasy/adventure	Instructions/recount/NCR/explanations/persuasive letter	Start of the line rhyme/acrostic Classical poetry
Year 3	Narrative including character, setting and plot from a wide range of genres including Myths and legends/ mystery and adventure/play scripts and to include fairy tales from Alan Peat App	Report writing/explanations/recount/newspaper/persuasive advert	Alphabet acrostic/ Haiku Classical poetry
Year 4	Narrative (including from others viewpoint) from a wide range of genres including Myths and legends/historical setting/imaginary world/ other cultures/play scripts/diary and to include superheroes from Alan Peat App	Report writing/explanations/newspaper/persuasive writing	Hidden acrostic/Renga Classical poetry
Year 5	Narrative (including from others viewpoint) from a wide range of genres including Myths and legends/historical setting/other cultures/film narrative and script/diary and to include sci-fi from Alan Peat App	Report writing/explanations/persuasive essay/biography	Telestich/Poetry in the style of a significant poet Classical poetry
Year 6	Narrative (including from others viewpoint) from a wide range of genres including Myths and legends/historical setting/film narrative and script/diary/letters and to include gothic tales from Alan Peat App	Report writing/explanations/persuasive essay/balanced argument/autobiography	Tele-acrostic Naga-uta Mirror snowball Classical poetry