

Great Smeaton Academy Primary School

English Policy

We continue to develop a curriculum that is rooted in a creativity that gives the children the opportunities to learn through a range of teaching and learning styles across the year. Each curriculum policy reflects this and leads to our vision that we will **Create, Discover and Succeed** together. We will do this by:

- Connecting: seeing relationships and combining in new
- Risking: having the self-confidence and freedom to fail and keep trying
- Envisaging: being original and imaginative about what might be
- Analysing: asking critical and challenging
- Thinking: taking time for reflection and soft
- Interacting: sharing ideas and collaborating
- Varying: testing options and trying different
- Elaborating: exploring, fiddling, doing the unnecessary

Tell me and I forget,
Show me and I remember,
Involve me and I understand

‘There can be no more important subject than English in the school curriculum. English is a pre-eminent world language, it is at the heart of our culture and it is the language medium in which most of our pupils think and communicate. English skills are also crucial to children’ learning in other subjects across the curriculum.’
Michael Wilshaw – Her Majesty’s Chief Inspector, Ofsted March 2012

Children at Great Smeaton will develop their ability to listen, speak, read and write for a wide range of purposes. Using a range of texts (written, spoken, and media based) the children will use language to explore and express ideas, views and feelings. This will enhance both their well-being and their future opportunities.

We aim to develop children’ abilities within an integrated programme of Speaking & Listening, and Reading and Writing. Children will be given opportunities to use these interrelated aspects of English across the curriculum; thus enabling them to consolidate and reinforce taught English skills.

By the age of 11 we aim for a child to:

- be able to read and write with confidence, fluency and understanding, using a range of independent strategies to self-monitor and self-correct.
- have an interest in books and read for enjoyment.
- have an interest in words and their meanings so that they can develop a growing vocabulary in both spoken and written forms.
- understand a range of text types and genres and to be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their ideas and responses across the curriculum.

KEY PRINCIPLES

Teaching at Great Smeaton is 'Learning Centred', meaning that each element of the whole school and classroom practice is designed with an understanding of how children learn best at its heart. We continue to develop this as we move forward by considering how Guy Claxton and Carol Dweck's work can underpin our greater understanding of intelligence and learning

At Great Smeaton we believe children learn best when:

- learning activities are well planned, ensuring progress in the short, medium and long term
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- the learning environment is ordered, the atmosphere is purposeful and children feel safe
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

Key Principle

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- differentiation offering all children the opportunity to make progress in English learning
- current English learning related to specific English objectives and contextualised learning
- exemplified text-types and writing units
- banks of vocabulary and working wall based display to support children's learning
- children being engaged through a wide range of modes such as: drama, oral presentation, visual, and kinaesthetic activities
- modelled expectations available for reference
- current handwriting, phonic and spelling objectives are visible
- easily accessible reference material such as spelling dictionaries and thesauruses

TEACHERS WILL ENSURE THAT:

- planning covers all English objectives across the year
- discrete English skills and knowledge are developed daily
- topics offer children the opportunity to contextualise and apply discrete English learning for a wide range of purposes
- writing is edited and published at least once every half-term
- there is a written outcome or presentation twice each half term
- success criteria offers description of skills and knowledge at the extension, core and support levels
- long term planning covers the full range of writing purposes and assessment foci
- medium term planning has a success criteria based on the most recent assessment

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- English objectives for speaking and listening, drama, reading and writing are tracked and covered across the year. This is available to view in the curriculum map for each class.
- there is a Speaking and Listening, and Drama Guidance in place to ensure a consistent approach to the teaching of speaking and listening, and drama (Appendix A)
- there is Reading Guidance in place to ensure continuity and progression throughout the school, focussing on a structured and systematic approach to the teaching of reading (Appendix B) We have also developed a school guided reading booklet for all staff.
- there is Writing Guidance in place to ensure continuity and progression throughout the school, focussing on a structured and systematic approach to the teaching of writing (Appendix C)
- there is Guidance on a Systemic Synthetic Phonics (Letters & Sounds) for EYFS and KS1, and a Spelling Policy for KS2 to ensure continuity and progression throughout the school
- a monitoring cycle is in place to support the progress of individuals and groups of learners: planning scrutiny, book-looks and regular checks of exercise books



Key Principle

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- English embedded in all curriculum areas
- current topics and relevant vocabulary
- outcomes stem from experiential learning which has developed an understanding of concepts and the vocabulary required to describe and explain them
- children experience learning through a range of media, formats and activities in order to include all learning styles
- children have the opportunity to investigate
- drama and speaking and listening activities offer daily opportunities for children to explore language around relevant concepts
- talk for writing is used in partner and group situations. Discussion is modelled and structured
- reading and writing skills are modelled and exemplifications displayed

TEACHERS WILL MAKE SURE THAT:

- resources are developed collaboratively and scaffold process approaches to writing and communication
- the timetable offers regular opportunities to cover guided reading, spelling or phonics, handwriting and topic writing (see relevant policies).

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- quality resources are available to support English and topic work
- hooks, trips, workshops, visiting artists and other motivational ways of working are planned half-termly
- planning shows an outcome led process with building of toolkits.

Key Principle

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- differentiation through a variety opportunities such as: differentiated success criteria, groupings, outcomes, resources, extension activities
- marking reflects acknowledgement of achievement at all levels (Marking Policy)

TEACHERS WILL MAKE SURE THAT:

- success criteria are derived from assessment materials and are differentiated, starting with the highest level of attainment in the class
- short term planning is flexible and reflects assessment
- All AFs are covered across each term

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- reading and writing evidence across each phase is moderated termly, using an agreed whole school approach



Key Principle

Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Children being encouraged and supported to read at home.
- Home learning offering opportunities for research and writing, as well as discussion points for conversation.

TEACHER'S WILL MAKE SURE THAT:

- English areas celebrate home reading.
- Library times are displayed.
- Children and parents know when reading books are changed and how to use the reading response or record books.
- Home learning displays celebrate research and writing.

IMPLICATIONS FOR THE WHOLE SCHOOL:

- All classes have English areas.
- All classes visit the library regularly.
- Class 1 and 2 use reading records as appropriate to their development.



Role of the Subject Leader as part of the collaborative team

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

Monitoring and evaluating English:

- pupil progress
- provision of English (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 date with recent English developments
- monitoring the standard of the children's work and the quality of the teaching
- reviewing samples of work regularly in staff meetings.
- regular lesson observations/learning walks

Parental / Community Involvement

We value parental involvement in their child's development of English and promote a whole school partnership in the following ways:

- reading record book
- homework tasks
- inviting parents to hear readers in school - subject to relevant CRB checks
- regular Parents' Evenings; sharing successes and targets
- updates about methodology and new developments – e.g. in newsletter
- involvement in national/local events e.g. World Book Day
- our FROGS supports English through providing enrichment funding to buy outside speakers, funds transport to theatres and for authors to come into school to work with our children



Appendix A: Speaking and Listening and Drama

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum.

- Some or all elements of the above will be planned for in all lessons.
- Opportunities for partner or group discussions are planned for weekly.
- Use of specific topic vocabulary is modelled and displayed.
- Interactive teaching strategies are used to engage all children in order to raise standards.
- Children are encouraged to develop effective communication skills in readiness for later life.
- In the Early Years and Foundation Stage (Nursery and Reception) children should be given opportunities to use communication, language and English in every part of the curriculum; they speak and listen and represent ideas orally in their activities.
- At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say.
- At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences.

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 CD's.
- School council.
- Circle time.

Appendix B: Reading

Great Smeaton aims for all children to read with confidence, fluency and understanding; have an interest in the written word and read for enjoyment; and employ a range of independent strategies to self-monitor and correct.

- In EYFS children should become immersed in an environment rich in print and possibilities for communication.
- At Key Stage One (Years 1 and 2), children should begin to read fiction and non-fiction independently and with enthusiasm.
- At Key Stage Two (Years 3-6), children should read a range of texts and respond to different layers of meaning in them.
- All children receive daily opportunities for: shared reading and independent reading. Guided reading takes place daily.
- Reading material is varied to reflect English units of planning, topics, personal choice and current affairs.
- All children and parents are actively encouraged and supported to enjoy home reading.
- Letters and Sounds (Phonics) is taught daily in EYFS and KS1.
- Letters and Sounds are taught discretely and reinforced in contextualised opportunities as part of embedded practice.
- EYFS and KS1 classrooms provide banded reading books, picture books and paperbacks for more confident readers.
- All book corners reflect current topics and English units. KS2 offer reading Journal activities.
- Communication regarding home reading takes place between home and school in a reading record (EYFS and KS1).
- Children are supported to choose reading material that will engage and challenge them.
- EYFS and Key Stage One children change home reading books between 3 times a week to daily depending on need.
- Key Stage Two children change books regularly.
- Classrooms reflect current topics within their book corners, which are updated each half-term.

Appendix C: Writing

Great Smeaton aims for all children to have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms. They should be developing their powers of imagination, inventiveness and critical awareness, and have a suitable technical vocabulary to articulate their responses. By Year 6 children should understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to the situation.

- Children write daily.
- Writing for a wide range of purposes takes place each week.
- In EYFS children should become immersed in an environment rich in print and use communication, language and English in every part of the curriculum. All classrooms have a writing area and encourage writing in role.
- At KS1 children should begin to write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.
- At KS2 children should plan, draft and redraft writing of several paragraphs for a range of purposes and audiences.
- Presentation guidelines are taught at the beginning of each year and the expectations maintained throughout.
- English work is recorded in English books at least 3 times weekly, not including spelling or handwriting.
- Extended writing in Big Writing books takes place at least 3 times each half term.
- Class teachers rotate around all groups to provide guided writing.
- TAs work with children needing additional support and other groups at the discretion of the class teacher.
- All children have an opportunity for the adults to work with guided groups for 20 minutes.
- Spelling, punctuation and grammar are taught discretely and in context. Objectives appear in weekly planning.

