Chilton Foliat CE (VA) Primary School

**English Policy 2015**

**To be read in conjunction with the following policies:**

Assessment SEN Marking

Gifted and Talented Teaching and Learning

**Introduction**

All pupils have a statutory entitlement to access to the Programmes of Study for English as set out in the National Curriculum 2013. The skills of speaking, listening, reading and writing are explicitly addressed through the objectives detailed in the Primary Framework. The scope of the English curriculum is wide and encompasses the development of the pupils’ ability to:

* speak confidently and competently in a range of contexts for different purposes and audiences.
* understand, respond to and comment upon speakers’ use of language.
* take different roles in groups, contributing and responding to others’ suggestions and responses.
* use dramatic techniques to explore, create, share and evaluate ideas.
* read fluently and automatically, using phonic knowledge and blending skills to decode unfamiliar words.
* spell words accurately through use of segmenting and application of their knowledge of word structures and patterns.
* access texts for pleasure or information.
* understand and interpret texts on both an organisational and literary level.
* engage and respond to a range of texts and the intended effects of authors.
* express themselves creatively for purpose, pleasure and learning.
* write in a range of forms, making stylistic and structural choices to suit both purpose and reader.
* organise ideas cohesively and use varied sentence structure and punctuation to convey meaning effectively.
* develop a fluent handwriting style.
* use ICT tools to present work appropriately.

In Foundation Stage 2, pupils are given opportunities to:

* speak, listen and represent ideas in their activities.
* use communication, language and literacy in every part of the curriculum.
* become immersed in an environment rich in print and possibilities for communication.

At Key Stage One, pupils learn to:

* develop confidence when speaking and listening.
* read and write with increased independence and enthusiasm.
* use language to explore experiences and imagination.

At Key Stage Two, pupils learn to:

* change the way they speak and write to suit different situations, purposes and audiences.
* read a wide range of texts and respond to the different layers of meaning within them.
* explore the structure and use of language.

**Aims**

**Speaking and Listening**

Speaking and listening provide the foundation for further language development. A pupil’s spoken language reflects the local culture and heritage of the individual and is therefore crucial to his or her identity and should be valued and built upon. However, pupils are also entitled to gain knowledge, competence and confidence in the use Standard English, thus empowering them to use whichever is most appropriate to purpose, audience and situation. To reflect this, we aim to provide pupils with opportunities to:

* speak in a variety of forms for different audiences, purposes and situations (both formal and informal).
* reflect upon their speech and make appropriate choices.
* talk in group situations, valuing the contributions of others and responding appropriately.

**Reading**

Reading is one of the most powerful tools of learning both in and out of school. It facilitates independence and allows pupils to share experiences they may not otherwise encounter. Reading provides opportunities for pupils to gain both understanding and pleasure from a range of texts. Regular Guided Reading sessions and one to one reading achieve this where appropriate. To support them in this, we aim to help pupils to:

* master the basic mechanical skills of reading.
* read with accuracy, fluency and expression.
* develop and use higher order reading skills which will contribute to their overall comprehension of texts.
* understand the value of information texts as an aid to learning.
* develop a love of literature and an understanding of the pleasure reading can bring.

**Writing**

Confidence and competence in the use of the written word is essential to the communication of meaning. A pupil’s ability to write effectively affects performance in all areas of learning and living as part of the developmental process. The staff encourages writing from its emergent start, through developmental attempts to its final, independent stage. Throughout these stages, we aim to provide opportunities for pupils to:

* explore and develop knowledge of the variety of functions and formats of writing.
* communicate meaning effectively through appropriate language choices according to intended purpose and audience.
* understand, value and use the process approach to writing in order to improve the content and presentation of their writing through planning, drafting and re-drafting.
* write individually and collaboratively, experiencing praise and receiving constructive criticism and support.
* experience the pleasure of publishing their writing and sharing it with a wider audience.
* experiment with language play for enjoyment.

**Spelling**

We value and encourage pupils as they move through the developmental stages of learning to spell, but we also recognise the importance of mastering and using accurately conventional spelling in order to convey meaning clearly in writing. To support this goal, we aim to develop pupils’ knowledge of:

* sound-symbol relationships.
* regular patterns in words and non-standard forms.
* the structure of words; compound/complex words, prefixes, suffixes, roots and origins.
* high interest words associated with topics and specific curricular areas.
* a variety of strategies to enable independence in spelling, such as word banks, dictionaries, displays, mnemonics etc.
* spelling rules.

Spelling is taught in the Foundation Stage 2 and Key Stage 1 using the Government Guidance, Letters and Sounds. In Key Stage 2 spelling is taught using ‘Support for Spelling’. Pupils with additional spelling needs have alternative support materials, which are suited to their individual learning.

To further raise the profile of spelling, a Bronze, Silver and Gold Certificate system has been implemented throughout the school which the pupils can earn as they successfully learn each group of words or spelling rules.

**Handwriting**

Presentation of written work reflects the awareness of the writer to the needs of his or her audience. Our ultimate goal is for pupils to achieve a flowing and legible style of non – cursive writing. In order to achieve this, we are aware of the need for a consistent approach to the teaching of handwriting across the key stages. Therefore we have created a handwriting, which encompasses phonic sounds to give the practice of handwriting a further purpose. This enables a structured teaching programme which:

* ensures correct formation and orientation of letters.
* develops consistency and appropriateness in size and spacing.
* encourages a pride in presentation.
* eases the transition from printing to joining.

However it is the responsibility of the staff to assess pupils who are upper Key Stage 2 or an in – year transfer, to ascertain if they can maintain their individual handwriting style or will need to be supported as appropriate. Children will be encouraged to take pride in their written work, but also to be aware that different degrees of neatness may be appropriate for different tasks. They should be helped to see that there is a balance between speed and legibility which is dependent on the purpose of writing: the product, or the final draft of a piece of writing, needing the greatest attention to handwriting skills. Although there are many opportunities to practice handwriting across the curriculum, we will also provide regular lessons for teaching and revising these skills. The frequency and length of these lessons will vary according to the age and competence of the children.

|  |
| --- |
| Opportunities for linking handwriting with early phonics and spelling work are fully exploited ***Presentation Protocols (guidance, teachers to use professional judgment)*** |
|

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Reception | Year 1 | Year 2 | Year 3 | Year 4/5/6 |
| Pencil/pen | CrayonsChalksColoured pencilsFelt tipsPaint etc. | A choice of chunky or fine pencilsFelt tips | Fine pencils with pen when pen license is earned. | Introduction handwriting pens as appropriate for practice. | All pupils to use handwriting practice and in exercise books when appropriate |

 |

 **Provision for left-handed children**

At least 10% of the population are left-handed. All teachers are aware of the specific needs of left handed pupils and should make appropriate provision:

• \_pupils are encouraged to turn their paper not their hands

• \_pupils should be positioned so that they can place their paper to their left side

• \_left-handed pupils should sit to the left of a right-handed child so that they are not competing for space

• \_extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically

• \_teachers are aware of the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them

* Teachers demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

**Differentiation**

If children aren’t ready for the age appropriate work then they should be working from an earlier stage. If they use a laptop to record, they should be given regular opportunities to develop fine motor skills.

**Inclusion**

The vast majority of pupils is able to write legibly and fluently. However, some pupils need more support and teachers of children, whose handwriting is limited, by problems with fine motor skills, should liaise with the SENDCO to develop a programme designed for the individual child.

**Drama**

The staff value the role of educational drama strategies as:

* a learning tool across the curriculum.
* an effective factor in the development of oral and aural skills.
* a means of developing empathy with others and an understanding of self.
* a way of encouraging interaction with texts.

**Progression, Continuity and Differentiation**

Progression and continuity are dependent upon teachers’ assessment of present achievement in knowledge, skills and concepts as well as previous learning experiences. This knowledge then shapes the planning of future teaching, so to this end, all staff follow assessment, target setting and planning processes, which have been established using agreed schemes of planning as assurance of skills covered.

Differentiation can be provided in a number of ways: by outcome, by adult support provided, by differentiating resources, by differentiating through planning or by task differentiation.

Teachers differentiate in short term planning in the way in which is considered most appropriate for the pupil, group or objective being taught.

**Inclusion**

We are committed to providing effective learning opportunities for all pupils and therefore suitable learning challenges will be set to ensure individuals achieve their full potential. Teachers will respond appropriately to pupils’ diverse learning needs and be aware of the needs of differing genders, special educational needs, disability, as well as different cultural, social and ethnic backgrounds. We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils.

**Assessment, Recording and Reporting**

The assessment and recording of English is part of the overall assessment of the pupil and should be seen alongside all the other areas of development. Assessment in English reflects the general principles and procedures laid down in the school’s assessment policy. Key elements of our English assessments are:

* teachers on going assessments
* written evaluations on weekly planning sheets to identify the next steps for learning for all pupils.
* Writing assessments 6 times a year
* Reading assessment 3 times a year
* Spelling assessment 3 times a year
* optional standardised tests in non-SAT in Years 2,3,4 and 5 (Year 2 to be formalised in 2016)
* Formal SATS testing in Year 6.
* Target setting with pupils which are also shared with parents/guardians

Formal written reports are provided each year and this information is shared with parents. Additionally two other meetings are held each year with parents to discuss progress informally and to share targets for progress.

**Governors**

Governors determine, support, monitor and review the English school policy. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe to teach English effectively. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality English teaching.

Governors receive termly reports, which they use for monitoring purposes. The Governing Body delegates the responsibility for implementing policies and guidelines to the Head Teacher.

**Parental Support**

To encourage parents through workshops and home communication to read regularly (at least 4 times a week) with their child, including reading to them and hearing their child read. Parents are also encourage to actively help their child to learn spellings each week and complete homework to the same standard as class learning.

**Cross-curricular Links**

We recognise the unique position of English as a medium for learning in all areas of the curriculum. Teachers throughout the planning stage, identify opportunities for pupils to explore and develop language use in other curriculum areas.

Media education provides particularly strong links with English by enabling pupils to analyse the way in which language is used for effect with target audiences. Radio and television programmes, computer software, newspapers, comics, photographs and advertisements are all used on a termly basis as outlined in the National Curriculum to ensure pupils receive access to a full range of texts.

ICT links are also promoted whenever appropriate to assist and enhance English skills. These include opportunities for pupils to compose, revise and edit texts as well as use desk - top publishing facilities to improve the presentation of work.

Specific English software is also available to develop skills such as spelling, interactive reading etc. Access to the Internet is also used when appropriate to enhance research skills.

**Evaluation and Review**

Next Review: July 2016

Appendix 1

**Implementation:**

**Foundation Stage**

Children begin the Foundation Stage with a wide variety of writing skills ranging from simply making marks to writing their own name unaided. They will move from gross to finer motor skills using a variety of tactile methods. They need opportunities to make marks in their own way and to gradually refine these into recognisable patterns and eventually individual letters. Handwriting will be taught alongside phonics, making use of the kinaesthetic learning to help children to internalise the letter shapes that go with the sounds. It is expected that most children will be forming each letter by the end of Reception.

Provide pre-writing activities to develop gross and fine motor skills, develop co-ordination and to promote pencil control and awareness of letter shapes and orientation e.g.

• \_large-scale motor movements

• \_Writing with a stick or finger in sand.

• \_Letter shapes/feely letter shapes

• \_Tactile letter tracing using textured shapes

• \_Large paper and brushes to make writing patterns

• \_Whiteboards and pens

• \_Making letters with malleable materials e.g. Plasticine, play dough, clay.

• \_Using paints, chalks or large felt tips.

• \_Practise tracing over lines and shapes

• \_Trace over letters and simple words

• \_Practise copy writing own name

**Key Stage 1**

The children practise their handwriting using pencil in their handwriting books. Teachers teach handwriting using the handwriting flip chart sheets or on the Interactive White Boards.

**Year 1**

In Year 1, children practise forming letters and are introduced to diagonal joins, horizontal joins both to letters with and without ascenders. An introduction to joined writing can be started when a child has developed a consistent, clear print style, where letters are generally correctly formed. To form lower case letters correctly in a script that will be easy to join. To practise handwriting in conjunction with phonics, spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes letters easy to join

**Year 2**

By Year 2 children should be moving towards a joined handwriting style and be able to write on lined paper with a reasonable degree of accuracy. They practise and build on Year 1 joins and are introduced to break letters.

Children need to be made aware of:

(a) Where the letter starts;

(b) Where the individual letter stands with regard to the baseline;

(c) Ascenders and descenders - lined paper will assist;

(d) Spacing and finger space between words;

(e) Consistent writing size;

(f) Capital letters and their appropriate use

To practise handwriting patterns from Yr 1.

To practise the four basic handwriting joins

1. diagonal joins to letters without ascenders e.g. ai, ar, un,

2. horizontal joins to letters without ascenders, e.g. ou, vi, wi

3. diagonal joins to letters with ascenders e.g. - ab, ul, it.

4. horizontal joins to letters with ascenders e.g. - ol, wh, ot.

To practise handwriting in conjunction with spelling and phonic patterns. To use joined script consistently in their writing

**Key Stage 2**

In KS2 the children undertake formal handwriting practice regularly, with an emphasis on

short, sharp and focussed sessions. The children practise their handwriting using a black pen if the class teacher feels that they are ready, otherwise they will continue to use a pencil.

In Year 3, the emphasis is on building upon the joins established in Year 2 and using spellings as a basis for handwriting practise.

In Year 4 the emphasis in on ensuring consistency in size and proportion and using joined writing for all writing except where other special forms are required.

In Years 5 and 6 handwriting skills should be established and children should have their own developed cursive style. However, in reality this is not always the case. Children in Years 5 and 6 then will have opportunities to revisit the basics and work on the presentation side of their handwriting. Children should also be given opportunities to practise handwriting in conjunction with spellings.

**Year 3**

It is our aim that the majority of Year 3 have been taught the whole range of joins and will be developing a degree of accuracy and fluency by the end of the year. In the first 2 terms, children will consolidate joins from Years 1 and 2 and will be taught to join parallel descenders and ascenders. The third term will focus on:

* consistency of spacing, layout, speed and fluency practice,
* use joined handwriting for all writing except where other special forms are required,
* practise correct formation of basic joins from Yr 2,
* ensure consistency in size and proportion of letters and spacing between letters and words,
* build up handwriting speed, fluency and legibility through practice,

**Year 4**

Formation of capitals, lower case letters and the two basic join types (horizontal and vertical) should now be familiar and secure. The majority of children should be able to use joined-up writing for most of their work. Whilst there is continued emphasis on using the movements of handwriting to support spelling through the revision of common letter patterns, they will also be given opportunities to develop speed and accuracy.

To know when to use:

* a clear neat hand for finished, presented work,
* informal writing for everyday informal work, rough drafting etc,
* To ensure consistency in size and proportion of letters and spacing between letters and words,
* To use a range of presentation skills e.g. -

-print script for captions, sub-headings and labels

-capital letters for posters, title pages, headings

-a range of computer-generated fonts and point sizes.

**Years 5 and 6**

By Years 5 and 6, it is expected that most children will be writing fluently and are joining their writing across the curriculum. In these year groups the emphasis is on increasing speed, developing presentation skills and learning how to use different styles for different purposes. To practise, reinforce and refine skills taught in previous years.