



'We strive to improve heart and mind'

Cor et Mentem Colere Nitimur

At Chilton Foliat Primary School we honour our educational heritage, supported by a strong Christian ethos. We strive to provide a diverse education that inspires children to develop a thirst for knowledge. This is delivered in a safe, supportive and nurturing environment promoting selfdiscipline, motivation and excellence in learning. We encourage strong partnerships and positive relationships amongst pupils, parents, carers and the wider community.

Chilton Foliat Church of England V. A. Primary School English Policy

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, alongside the implementation of the Talk 4 Writing initiative. 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 of 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 using the Talk 4 Writing initiative. 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, Sound Discovery and Support for Spelling. In Key Stage 2 spelling is taught using a range of initiatives including Twinkl and '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, the children can earn certificates when they have secured particular spelling rules.

Handwriting – see separate policy

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 – Children will complete a 'Cold write' before commencing a new unit of learning and then a 'Hot write' when the unit is complete. This will enable a clear progression within each unit of learning taught.
- Reading assessment 2 times a year (measuring reading age)
- Spelling assessment 2 times a year (measuring spelling age)
- SATs in Year 2
- SATs in Year 6
- Target setting with pupils which are also shared with parents/guardians
- Moderation of assessed writing will take place in weekly staff meetings on a planned rotation basis.

- Year 2 and 6 will attend formal L.A Moderations during the Summer Term, taking samples of work to be moderated with other schools.
- The Head teacher arranges for Cluster moderations of children's work through the Head teachers Cluster Meetings.

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: September 2018