



## Snettisham Primary School

### ENGLISH POLICY

#### **Aims and Objectives;**

**The school aims to encourage pupils to:**

- read easily, fluently and with good understanding using a range of reading strategies (phonic, graphic, contextual)
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- have fluent and legible handwriting
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences
- plan, draft, revise and edit own written work
- use discussion in order to learn; elaborating and explaining understanding and ideas clearly
- have competence in the art of speaking and listening, making formal presentations, demonstrating to others and participating in debate

#### **Implementation;**

The major focus for the teaching and learning of English is by speaking and listening, reading and writing in support of termly topics and through whole text units of work. However, additional sessions are devoted to handwriting, spelling, reading, comprehension, punctuation and grammar work.

Teaching should be:

- Discursive- characterised by high quality oral work;
- Interactive-pupils' contributions are encouraged, expected and extended; the emphasis should be on independent work within each lesson.

- Well-paced- there is a sense of urgency, driven by the need to make progress and succeed;
- Confident-teachers have a clear understanding of the objectives;
- Ambitious- there is optimism about and high expectation of success;
- Reflective- marking should be positive, identifying what went well and highlighting next steps in learning to ensure good progress.

Teachers will need to use a wide range of teaching strategies, including;

- Use of 'I can' statements for learning objectives
- Direction;
- Demonstration;
- Modelling;
- Scaffolding;
- Explanation to clarify and discuss;
- Use of visual stimuli, such as film and photographs
- Questioning;
- Initiating and guiding explanation;
- Investigating ideas;
- Discussing and arguing;
- Listening and responding.

Pupils are taught on a daily basis in classes. In addition, intervention groups are organised, based on ability, to 'boost' children performing below the expected standard or to lend additional support to those with Special Educational Needs. Qualified Teachers, as well as Teaching Assistants are timetabled to assist in groups where children have the lowest levels of achievement.

Teachers are responsible for supervising regular visits to the School Library and before/after school library sessions are run by Year Six Librarians.

Opportunities for reading or listening to a story are regularly found at other times outside English lessons, for example, in assemblies or in support of topics.

### **Assessment and Monitoring:**

- Each term the whole school carries out a formal assessment in writing and work is moderated by staff, cluster schools and WNAT primaries to ensure consistency in levelling, using Ros Wilson's grade descriptors and / or Local Authority assessment frameworks.
- Reading is monitored regularly by teachers during guided reading sessions. It is recorded on Pupil Asset at half term based on Teacher Assessment and at the end of each term using formal assessment materials as agreed by the Trust (e.g. EYFS learning goals, phonics

checklists, NFER, PIRA and past SAT papers depending on the Year group).

- Levels of achievement for particular cohorts of pupils are detailed in the school's SEF.
- Analysis of termly results and findings from WNAT monitoring visits and inspection reports are used to influence future planning.
- Work sampling and planned monitoring by the co-ordinator during lessons and in staff meetings aim to ensure uniformity of approach, progression and confidence in working to specific objectives.

### **Resources:**

New resources are purchased by the co-ordinator in consultation with staff. Ros Wilson's VCOP forms the basis of our drive to improve standards of writing across the school. Rising Stars assessments are used to assess grammar, punctuation and spelling.

Additionally, the library and guided reading store are well-stocked with books relevant to the teaching objectives of the National Curriculum 2014 and is regularly updated to meet the needs of our children in line with our four year topic cycle.

### **Speaking and Listening:**

Opportunities for the development of pupils' confidence and competence in spoken language and listening skills is explored across the curriculum. Structured discussion, role play, group presentations and debate are integrated into many subject areas.

Teachers use drama wherever possible in order to enable pupils to gain the knowledge, skills and understanding associated with it. Pupils adopt, create and sustain a range of roles, responding appropriately to others in role. Teachers provide opportunities for pupils to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances where appropriate.

### **Reading:**

A regular reading habit is encouraged, with assistance by teachers or teaching assistants to find suitable material if necessary. Those of lower ability receive extra support in a variety of ways across the school (e.g. Sound Discovery, 1:1 reading sessions, 'Read, Write inc.'). Guided Reading sessions are organised to ensure maximum opportunity to read with those needing extra support, structuring the groups so that TAs are reading with groups or individuals

regularly as well as teachers. Volunteers from the community are also employed to target such pupils. Teachers talk with parents of targeted pupils to encourage the use of the Library sessions and set reading goals.

All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Children and their parents are regularly reminded of the need for daily reading and this is supported by providing each child with a reading record, which is frequently monitored by the class teacher.

Guided reading sessions are used to enhance pupils' comprehension skills through their experience of high-quality discussion with their teacher, and through the enjoyment and discussion of a range of texts.

Opportunities are created to promote books within the school, by providing an attractive selection within the library. Other events, such as author visits, Reading Challenges and Year Six Librarians are promoted to excite the children's interest in reading.

### **Writing:**

We implement the requirements of the National Curriculum 2014. This is done through: ensuring that children are at first stimulated by inspirational texts or topics; children are empowered by using Talk for Writing techniques, visual cues and drama and, consequently, children are able to identify with the subject they will write about. Pupils are taught to plan, revise and evaluate their written work using peer and self assessment and through the use of progress pens and reading aloud their work to one another. Spelling is taught through phonics and word work in Yrs R/1 and this is added to in Yr2 and KS2. With intervention groups using Sounds Discovery.

Examples of work are displayed on the 'Writing Wonder Wall'. The school has developed a handwriting and presentation policy which is consistent throughout the school and aims to allow pupils to develop a fluent, legible style. Spelling, grammar and punctuation are constantly monitored, not only in English lessons but also in cross curricular work.

All policies should be cross referenced with the SEND, Inclusion and Equality Policies which are available on the school website: [www.snettisham-primary.co.uk](http://www.snettisham-primary.co.uk)

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