



Sir John Lillie Primary School

English Policy

1. INTRODUCTION

This document outlines the Sir John Lillie Primary School ("SJL") English Policy. This policy reflects the whole School's values and philosophy in relation to the teaching and learning of English language. It is reviewed on an annual basis or as circumstances require.

English language education is an integrated and fundamental component of the whole primary curriculum. A good language education is pivotal for all learning in every curriculum area. We need communication skills to equip us for everyday life. Good communication skills are required for the most basic routines to enable us to survive and function within any social system. It is a language for life. A child who can communicate effectively has every reason to be confident and to have a healthy self-esteem.

2. AIMS

We aim to encourage all pupils to:

- Listen attentively, paying attention to detail, to process the information and retain aurally as much detail as they are able.
- Speak confidently with intonation, clear diction, accurate grammar and style, and with regard to the listener.
- Read fluently, with good comprehension, which is reflected in appropriate expression and intonation, from a variety of text at their own level for pleasure and relaxation.
- To acquire the skills needed to use non-fiction texts as a resource for retrieving information and building on current knowledge.
- Develop their cognitive skills, imagination, and personal expression through a range of writing tasks using clear, concise language with accurate punctuation and grammar, in a style appropriate for the purpose.
- Make progress along the continuum to becoming a correct speller, using neat, legible, joined handwriting.
- Make fair critical responses about their own language work, that of their peers and that of popular authors and poets.

3. ROLES AND RESPONSIBILITIES

The class teacher is responsible for the planning, teaching and assessment of Literacy. Every teacher is required to follow the guidance set out in this document.

The English team as well as the SLT are responsible for:

- Monitoring the teaching and assessment of English throughout the school.
- Auditing and ordering resources
- Managing the budget
- Completing data analysis
- Writing the English action plan
- Updating and reviewing the English and Writing policies
- Ensuring staff are informed of relevant changes and updates.

Every new member of staff undergoes an induction when they start work at SJL. During this their roles and responsibilities are explained in detail. For additional information about roles and responsibilities please refer to the individual job descriptions as well as the induction manual.

4. SPECIAL EDUCATION NEEDS

Class teachers are responsible for trying to pinpoint any difficulties so that through early intervention these pupils can be appropriately identified and aided. Additional support, in various forms, may be available as well as Individual Education Programmes (IEPs).

Please see the SEN policy or the SENCo for more information.

5. PLANNING

Effective planning ensures that:

- There are achievable learning objectives for all pupils.
- Work is matched to pupil's abilities and experience.
- Teaching is adapted by task or outcome.
- The teacher's time is deployed effectively throughout the lesson.
- There is progression and continuity related to previous learning.
- There is balanced coverage of the curriculum.
- Pupils are appropriately grouped.
- Assessments feed into daily and weekly planning.
- Literacy is linked to other subject in the curriculum where possible to make meaningful links for the children.
- There is a mixture of guided, individual and group work occurring.

Planning is presented in line with our school Long Term Plans and Progression Maps, to ensure coverage and development of the National Curriculum objectives.

6. LITERACY TEACHING

At Sir John Lillie Primary School, we use a variety of teaching and learning styles in our English lessons in order to meet the needs of all our pupils. Our principal aim is to develop children's knowledge, skills and understanding to ensure every child achieves. In Key Stages 1 and 2 we do this through units of work, where lessons provide opportunities for children to experience a range of reading or writing activities through guided groups or independent activities. We review progress and learning with regular assessment, target setting and self-assessment (see below and assessment policy). In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. The staff have high expectations that all children can achieve their full potential. Wherever possible, Teaching Assistants work in class, supporting all ability groups, specific individuals or groups of children.

Speaking, listening and drama activities are embedded throughout the Curriculum. Children have the opportunity to experience a wide range of texts and support their work with a variety of resources, such as dictionaries, thesauruses and individual word banks. Staff provide balanced and varied learning opportunities within the classroom. Children use ICT in Literacy lessons where it enhances their learning e.g. for drafting their work and using multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

In the Early Years Foundation Stage, language and literacy development are incorporated in all areas of learning. Opportunities are provided for children to communicate their thoughts, ideas and feelings. Purposeful role-play is used to develop language and imagination. Children are given opportunities to share and enjoy a wide range of rhymes, songs, poetry and books. An environment is provided which reflects the importance of language through signs, notices and books. Children are provided with opportunities to see adults writing and they can experiment with writing themselves. Children receive daily phonic sessions as well as focused writing activities.

7. PHONICS

At Sir John Lillie Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in the Early Years Foundation Stage and follow the Little Wandle Letters and Sounds Revised progression.

In Nursery, we provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language.

We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

In Reception and KS1, we teach daily discrete phonic sessions following the Little Wandle Letters and Sounds Revised progression. Any child in Reception or KS1, who needs additional practice also has daily keep-up support.

We timetable daily phonics lessons for any child in KS2 who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these at pace in short, sharp lessons to ensure that children quickly catch up to age-related expectations in reading.

8. TEACHING READING

We teach children to read through reading practice sessions three times a week using books matched to the children's secure phonic knowledge. Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- o decoding
- o prosody: teaching children to read with understanding and expression
- o comprehension: teaching children to understand the text.

Children who are learning to read, take home a fully decodable book, securely matched to their phonic knowledge. A reading for pleasure book is also taken home to share with their families.

9. READING FOR PLEASURE

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)
'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at our school and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has a well-resourced book corner that encourages a love for reading.
- Each class visits the school library each week.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, local and national events, author visits etc).

10. HANDWRITING

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. It is a movement skill which is best taught directly by demonstration, explanation and practice.

In the Early Years, a range of activities are used to support children in being ready to learn to write. The children are given lots of opportunities to strengthen their core muscles and their gross muscles. Activities are also provided to develop the children's fine motor skills. These pre-writing activities include a range of activities: playdough, painting, cornflour, shaving foam, paintbrushes with water and using their pincer grip to pick up objects with tweezers.

In Reception, children are taught the formation of letters using the printed style. Daily phonic sessions are used to teach the children the correct formation of letters as they are introduced. Children also have name-cards to practise the formation of letters in their names.

In KS1 and KS2, children have discrete handwriting lessons once a week, using their handwriting practice books. Where necessary individual children may also require additional support with their handwriting.

In Year 1, the children begin to learn the formation of pre-cursive letters with lead-ins. This is taught following the sequence in The Handwriting File (KBER).

Daily phonic sessions and writing lessons are also used to support teaching the correct formation of pre-cursive letters. As the pre-cursive formation of letters is taught, the children are expected to use these in their writing. Misconceptions are addressed by staff if needed when children are writing and further practice of a letter is given.

Pre-cursive letters with lead-ins

a b c d e f g h i j k l m n o p q r s t u v w x y z

In Year 2, when the children have learnt the correct formation of pre-cursive letters they are taught the correct joins in letters and follow the sequence in The Handwriting File (KBER) in handwriting lessons. Children are taught and expected to form capital letters of the correct size and in relation to lowercase letters.

In Year 3, the children are awarded a pen licence when they are producing consistently formed, sized and joined handwriting.

Left-handed children are sat to the left of right-handed children so their elbows don't bump. Where needed children who write with their left-hand will be given left-handed pens to write with.

All staff are to have high expectations of children's handwriting and presentation. Classrooms have the school handwriting displayed as an alphabet and displays model the handwriting as expected for the age and stage of the children. Staff consistently model the neat handwriting presentation that is expected and taught for the classes they teach when marking and writing on IWB or displays.

11. EQUAL OPPORTUNITIES

All pupils will have equal opportunity to reach their full potential across the English curriculum regardless of their race, gender, cultural background, ability or any physical or sensory disability. Equality of opportunity is essential in the curriculum as it provides pupils with access to other curriculum areas in the primary years and in the future. Teachers will be aware of the difficulties facing pupils for whom English is their second or additional language. It may be necessary to give extra support to these pupils and a specialist teacher is available to offer help. For more information on equal opportunities, please refer to SJL's "Equal Opportunities" policy.

12. ASSESSMENT

Writing

Assessment in SJL is designed to be effective and purposeful (AFL). Assessment is passed on from teacher to teacher as a child moves through the school. Teachers in KS1 and KS2 discuss and record targets with children both verbally and by recording them on target flaps in their writing books. Assessments are recorded on Target Tracker.

Reading

Assessment sheets are kept in reading exercise books and targets are shared with children during one-to-one and guided reading sessions. Assessment comments are recorded in the back of these exercise books each time a child reads with the teacher. Assessments are recorded on Target Tracker.

Phonics

Phonic assessments are completed half-termly in Reception and KS1, to assess progress, identify gaps in learning that need to be addressed, identify any children needing additional support and to plan the keep-up support that they need.

EYFS

Assessment notes are recorded throughout the day by all adults during both focus activities and child initiated activities. Observations and assessments are used to inform subsequent planning.

Class teachers are responsible for recording observations and assessments online using Target Tracker and it is their responsibility to ensure these are updated regularly.

Each child has their own online profile, where observations are recorded chronologically. Reception teachers will also keep an assessment folder including assessment of phonics and keywords.

Nursery – staff will review progress of the children each term within a team meeting. Key persons will discuss progress that children have made and identify any gaps or areas of concern. Information is passed onto EYFS Manage

Reception - Phonics and keyword assessment is also carried out at the end of each half-term.

Target Setting

Children set themselves short term goals as part of their planning as they organise their own choosing time.

Summative Assessment

SATS

Year 2 and 6 SAT's are taken in the summer term.

Phonics Screening Check

Year 1 and children in Year 2 who did not pass the check in Year 1.

13. RESOURCES

We aim to ensure that there are sufficient resources available for English teaching throughout the school. It is the role of the English Team and the class teachers to liaise with each other to ensure that there are sufficient resources available and the English Team will source new resources when needed from the annual English Budget. Each classroom has a range of English resources that should be clearly labelled and easily accessible to encourage independence.