

Viking Academy Trust



English Policy Chilton Primary School

The VIKING ACADEMY TRUST "English Policy" for Chilton Primary School has been written after consultation with staff and following DfE guidance.

Approved by the Trust: Term 3 2017

Reviewed annually: Term 6

Last review date: Term 2 2017

Signed:

Chair of Trust

English Policy

The Viking Academy Trust

Chilton Primary School

Schools in the Viking Academy Trust (VAT)

We start 2016-17 academic year with three schools in the Viking Academy Trust.

These are:

Chilton Primary School
Ramsgate Free School
Upton Junior School

This English Policy is specific to Chilton primary School

Rationale

English

Language development underpins all the learning that takes place in schools, as a child's language is the medium through which he or she learns about other subjects. English makes a major contribution to the development of a child's language which, in turn, contributes to the child's understanding of his/her world, the world of others and the world of imagination. Since English is integral to the learning process throughout the curriculum, it follows that whenever anything is being taught or learned there is potential for developing a child's language.

The school's policy is informed and guided by the prescriptions for the subject set out in Key Stages 1 and 2 of the National Curriculum Programmes of Study and the Early Years Foundation Stage curriculum guidance. This document spells out the following purpose and aims of the curriculum:

Purpose of Study:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

Aims:

- read easily, fluently and with good understanding
- 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
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations demonstrating to others and participating in debate.

The school follows the attainment targets as outlined in the statutory guidance contained in the Primary National Curriculum and "English Programmes of Study for Key Stages One and Two" 2015 and the learning goals outlined in the Early Years Framework.

Principles of Teaching and Learning

For Key Stages 1/2, Teaching and Learning in English is based on the framework of the National Curriculum Programmes of study. It is important to remember that the National Curriculum in English is much broader so it is necessary to develop some aspects of English, such as speaking and listening and developing writing, outside of this curriculum. The wider curriculum provides a wealth of opportunities to continue, deepen and extend learning in English. Within this, a wide range of teaching styles and

strategies need to be adopted to match children's specific needs and learning styles and thus enable effective teaching and learning to take place. In Year R, Teaching and Learning in Literacy is based on Early Years Foundation Stage guidance as to curriculum and practice.

Additional information specific to Reception can be found in the Early Years Policy and Read, Write, Inc Policy

Planning and Organisation

Breadth and Balance

Teachers should have a clear idea of the knowledge and skills to be taught in:

Reading - Word reading

Reading - Comprehension (listening and reading)

Writing - transcription (including spelling and handwriting)

Writing - Composition

Writing - Vocabulary, grammar and punctuation

Whilst striving to maintain a balance and ensuring necessary breadth we recognise that certain modes may require special emphasis at a specific time and for a specific purpose (e.g. listening/ phonic development) but that such skills must be developed within a framework which is meaningful for the child.

A range of genres and texts will be selected to ensure that children get a balance drawn from a variety of resources (linguistic, cultural, and historical).

Planning is collaborative between each year group and is driven from the key objectives in the 2015 English National Curriculum Programmes of Study or Early Learning Goals from the Early Years Foundation Stage profile. Teachers then design the activities to meet the particular objective and the individual needs of the children, making specific links with other curricular areas where appropriate. This approach allows for individual teacher initiative and offers more scope for teaching and learning to take place whilst maintaining progression and consistency across each year group and across the school as a whole.

Phonics and Spelling

In Reception and Year 1, children will be taught the skills for early reading, writing and spelling through the "Read Write Inc" units of work developed by Ruth Miskin. Children

will be grouped by ability and continuously assessed to inform groupings. All planning, teaching and assessment will be carried out according to the guidance provided by "Read, Write, Inc" documentation. All members of staff responsible for delivering these sessions will be trained by delegates from Ruth Miskin.

In years 2-6, Spelling will be taught from the programmes of study for Key Stage 1 and 2 and relevant appendices and supporting documentation.

Guided Reading

In Year Two, reading skills will be taught in small groups delivered by a class teacher. Groups will be based on ability and texts used will reflect attainment levels.

In Years 3-6, guided reading lessons will be taught to the whole class using one text(s) and learning or activities will be differentiated according to need. Each week, lessons will ensure children are given the opportunity to:

1. Take part in drama activities based on their reading
2. Complete comprehension tasks based on class texts or poems
3. Complete reciprocal reading activities to build comprehension and word reading
4. Study poetry

The texts that should be studied for each year group are detailed in Chilton's English Curriculum. Class teachers are free to supplement these texts with additional material to match pupil interest or other curriculum learning. Poetry anthologies are available in school and additional material may be sourced by class teachers to further enrich learning opportunities. The school also subscribes to CLPE's "Power of Reading Project" and teaching ideas and planning can be informed from the materials provided through unit overviews provided.

Additional Intervention:

Personalised and individualised approaches will be used for pupils requiring additional teaching and learning or intervention to progress. These include but are not exclusively limited to:

- Better Reading Support Partnership
- Ruth Miskin - "Fresh Start"
- Precision Teaching
- Regular 1:1 reading
- Comprehension, spelling, phonics, handwriting groups
- Fine and Gross Motor intervention (e.g. "Fizzy")
- Talk Boost

Long Term Plans (Years 1 - 6)

These are defined in the National Curriculum Programmes of Study for Key Stage One and Two and also by the end of Key Stage Age Related Expectation documentation.

Medium Term Plans (years 1 - 6)

These are individual unit plans contained within the "Chilton English Curriculum" covering a range of genre and text types required to meet statutory guidance. They identify coverage, including the genre to be studied, and detailed units of work may be taught over a number of weeks, depending on the need of the children. Additional Spelling, Punctuation and Grammar medium term plans support the units.

Short Term Plans

These are weekly plans which elaborate on objectives identified in Programmes of Study or Early Years Foundation Stage profile. They identify specific text/s for the week, shared, guided and independent/ group tasks and show progression and resources required for teaching and learning. They also identify daily differentiation; specific focus groups, direction of adult support in all parts of the lesson and the appropriate daily success criteria needed to meet the learning intention.

Differentiation and Special Needs

The development of children's language necessitates a variety of differentiated texts and approaches across the four language modes (speaking, listening, reading and writing). Careful planning will ensure that these resources and approaches are appropriately matched to individual pupils.

Information Technology

ICT should be used to aid and support teaching and learning wherever possible.

Variety

Taught sessions will ensure that children will be engaged in a variety of activities matched to their specific needs. Play, storytelling, talking about their own experiences and ideas, drama and improvisation provide a sound base at Foundation, Key Stage 1 and Key Stage 2 with an emphasis on pupils exploring and expressing their own world. Teaching and learning styles will mix instruction; group collaboration; paired work; practical activity, performance; individual research and investigation with appropriate strategies to encourage effective learning through language, such as sharing learning intentions and success criteria and opportunities to review and evaluate (in plenaries).

Such is the importance of language to effective learning that this variety will be encouraged across all subjects and aspects of the curriculum. A wide range of resources (big books; picture books; stories; fairy tales; myths and legends; poetry; nursery rhymes; songs; non-fiction; magazines; comics; tapes; DVDs, videos) will be used to help children discover and explore the rich variety of linguistic experience.

Relevance

Language, by its very nature is relevant to all aspects of learning. This relevance can be enhanced by enabling children to explore and express their own experience, (families, pets, favourite toys) explore appropriate texts (fairy tales, nursery rhymes, television programmes, films and advertisements), and express their thoughts and feelings and responses to an increasing range of styles and forms.

Equal Opportunities

Children of all ethnic groups, both genders and abilities have equal access to the English Curriculum. Positive images in terms of such groups are promoted throughout the school, both in the use of language and in the provision of resources.

Health and Safety

Guidelines in the Health and Safety Policy will apply with regard to the use of ICT, all school based activities and out of school activities relating to English. In the teaching of English all staff will have full cognisance of the Health and Safety Policy, particularly with regard to the use of electrical and electronic equipment.

Assessment, Recording and Reporting

Opportunities for teacher assessment will be identified in planning documents, together with opportunities for any pupil self assessment. Assessment in English is continuous, to inform planning and diagnose strengths and weaknesses. In speaking and listening this involves observing children using a variety of spoken language for different purposes. In reading this involves formal and informal observation and close monitoring of children's developing use of strategies and responses to texts. In writing it involves effective marking which is positive, instructional and developmental. Feedback to children about their progress in English is through verbal comment, discussion and the marking of work. Summative assessment is through Early years Foundation Stage profile and the "Compass" assessment grids for reading and writing alongside end of year group age related expectation documentation.

Children are encouraged and taught to assess their communication through use of success content and success criteria.

Reporting is on a seasonal basis during informal open evenings; consultation sessions where pupil's targets are shared with parents; peer reviews; through individual feedback to the children where appropriate and through comprehensive written reports which are produced annually.

Individual pupil records of attainment, teacher's own records, home / school contact books, test results and examples of children's work will provide a record of progress.