

BURY AND WHITEFIELD JEWISH PRIMARY SCHOOL

English Policy

1. Rationale

We believe that through English, this school provides opportunities for all pupils to learn and achieve, promoting their spiritual, moral, social and cultural development and preparing them for the opportunities, responsibilities and experiences of adult life.

At Bury and Whitefield Jewish Primary School, we value the importance of cross-curricular teaching, and learning opportunities that develop children's creativity to the full. We feel that English teaching is at the heart of this process and our connected curriculum framework is rich with purposeful reading, writing and speaking and listening opportunities. English is one of the most important tools children will ever need; it is a vital way of communicating in school and in public life, therefore at BWJPS it is our aim to make children competent in a key number of English skills and give them the opportunity, support and disposition to use them in a diverse curriculum.

2. Aims and Objectives

Our aim is for children to have equal access to the National Curriculum. It is important that the norm set for the children is differentiated according to age and ability. We go beyond the context of the requirements of the National Curriculum to provide extension material where appropriate. At BWJPS we believe that all children should learn, apply and refine the essential skills in a widening range of contexts. It is our aim for children to speak, read and write with confidence, fluency and understanding, enabling them to become independent, confident and creative learners. Through our enthusiastic teaching of English, we aim to foster in children a love for books in their own right. Therefore it is our philosophy that children should engage in a curriculum that inspires their reading, writing and spoken language.

Speaking and Listening

It is our aim for the children to:

- ❖ be encouraged to develop a wide range of vocabulary and the ability to use language in different situations: recounting, describing, reporting, discussing and presenting
- ❖ be encouraged to listen attentively and improve aural discrimination
- ❖ use language to create, adapt and sustain different roles through drama
- ❖ listen, understand and respond to others asking relevant questions where appropriate

Reading and Writing

We aim to enable every child to:

- ❖ experience success from the earliest possible stage
- ❖ use phonics as the foundations of reading and writing
- ❖ be interested in books, reading with enjoyment and evaluating and justifying their preferences
- ❖ read for meaning using inference and deduction, looking for meaning beyond the literal
- ❖ be able to orchestrate a full range of reading clues (phonic, syntactic, graphic, and contextual) and to monitor their reading, correcting their own mistakes
- ❖ understand the sound spelling systems and etymological root of words, using this to read and spell accurately
- ❖ use their reading skills to retrieve information as part of their learning throughout the entire curriculum
- ❖ study language usage and use models of good writing to develop their own skills
- ❖ value their own work and that of others, discuss their writing with peers and adults
- ❖ write for a variety of audiences and purposes, using a range of genres and standard formats in fiction, poetry and non-fiction texts
- ❖ know how written Standard English varies in degrees of formality
- ❖ read more challenging literature, broadening their reading horizons

Handwriting

We aim for children to:

- ❖ to learn and use cursive script from the beginning of their time in school
- ❖ form letters correctly, leading to a fluent, legible and individual style
- ❖ write legibly in both joined and printed styles with increasing fluency and speed
- ❖ use different forms of handwriting for different purposes

4. Teaching and Learning

The school believes that its teachers must work together to plan, deliver and moderate the teaching of English in order to ensure that expectations are high and that children are able to achieve the best of their ability. Teaching approaches vary from classroom to classroom depending upon the needs and abilities of the children in the class. Lessons are varied and cater to children with a range of different learning styles. The main vehicle for curriculum delivery will be English lessons. Children will be taught in both mixed and ability groups across each phase.

A range of teaching strategies will be used, including:

- ❖ demonstration
- ❖ modelling
- ❖ explanation
- ❖ questioning
- ❖ discussion
- ❖ VIPERS reading strategies
- ❖ Read, write inc.

All teachers will also be expected to plan for the use of further time for the teaching of handwriting and writing, and any other tasks directly related to the development of English skills. Teachers will listen and respond to children in a sensitive and supporting manner, discussing and evaluating children's successes.

Guided Reading will take place during English comprehension lessons or in a separate lesson weekly, to enable effective assessment opportunities to be identified.

'Extended writing' will also take place every fortnight where the focus is on a child's ownership of their writing and writing for enjoyment.

5. Guidelines and progression

Foundation Stage

We teach English in our Foundation Stage as an integral part of the topics covered over the two years the children are within the unit. We relate the English aspects to be objectives set out in the Early Years Foundation Stage Statutory Framework. Cursive script will begin to be taught in the foundation stage as will Read, write inc.

Key Stage 1

During Key Stage 1 pupils will be enabled

- ❖ To speak confidently and listen to what others have to say
- ❖ To use language to explore their own experiences and imaginary worlds
- ❖ To express their ideas and feelings when working in role or drama activities
- ❖ To read confidently and independently with interest and pleasure
- ❖ To focus on words and sentences and how they fit into whole texts
- ❖ To work out the meaning of texts
- ❖ To say why they like or don't like particular texts
- ❖ To enjoy writing and see the value of it

- ❖ To communicate meaning in narrative and non-narrative texts
- ❖ To use correct spelling and punctuation
- ❖ To begin to access links with ICT, for organisation, drafts, printouts etc

Key Stage 2

During Key Stage 2 pupils will be enabled

- ❖ To learn to change the way they speak and write to suit different situations, purposes and audiences
- ❖ To speak in a range of contexts, taking varied roles within groups to contribute to situations with different demands
- ❖ To respond appropriately to others
- ❖ To read enthusiastically a range of materials
- ❖ To use their knowledge of words, sentences and texts to understand and respond to the meaning
- ❖ To increase their ability to read challenging and lengthy texts independently
- ❖ To reflect on the meaning of texts, analysing and discussing them with others
- ❖ To develop the understanding that writing is essential to thinking and learning, and enjoyable in its own right
- ❖ To learn the main rules and conventions of written English and explore its uses
- ❖ To use planning, drafting and editing to improve their work
- ❖ To use opportunities and links with ICT to support their work through planning, composing, proofing and organising on screen and on paper

See the English scheme of work for specific Yearly objectives.

5. Planning/Subject Coverage/Timetabling

- Long term plans form the basis for the Scheme of work and for each year group's curriculum plan for English. Yearly planning will be based around whole texts and topics. Long term plans display objectives for reading, writing and spelling, punctuation and grammar (SPAG).
- Medium term planning will usually be carried out by individual teachers. This will be guided by the School's Scheme of Work and is divided into termly blocks, with opportunities for English to be used in other subjects.
- Weekly planning is carried out by individual teachers within guidelines set at the medium term planning stage. They incorporate specific objectives, activities, differentiation, resources and outcomes and identify provision for GAT and SEND pupils.
- Planning will ensure that in addition to the requirements of the National Curriculum, there are frequent and regular opportunities for:
 - ❖ Extended writing, which will be based on and will develop further skills covered in the English lessons and which will include both fiction and non-fiction in order to facilitate children's ability to develop as independent writers.
 - ❖ Extra reading activities, which may be derived from the School's Reading Scheme or from work on comprehension. And will also provide the opportunity to change their home/school reading books and visit the school library.
 - ❖ Handwriting development.
- Throughout the school, planning and organisation are carried out
 - ❖ To give access to a range of opportunities and experiences in which children can work in different ways, both independently and cooperatively.
 - ❖ To ensure continuity and progression through the standardisation of format and marking, and effective planning, record keeping and assessment
 - ❖ To organise the teaching so that it is possible for all children to work at a level and pace that allows them to realise their potential and achieve success, with as many children as possible attaining the expected standard for their age range as defined in the English National Curriculum
 - ❖ To teach aspects of mastery as appropriate and provide children with the necessary preparation for entry to a high school of their choice.
 - ❖ To develop confidence and a positive attitude to this subject as a whole.

- Time allocation

English can be timetabled as a separate subject or can be taught within a cross curricular theme. 1 hour per day should be allocated to the teaching of English with a requirement of 5 hours per week where daily lessons are not feasible. In addition to this specific spelling and handwriting times may be timetabled. Extended writing sessions will last for 1 – 1.5 hours every two weeks and depending upon other curriculum demands can be in addition to or in place of the 1 hour per day English time.

6. Use of ICT

The use of ICT will be built into the delivery of the English programme where it will enhance teaching. In particular, texts and example pieces can be displayed, highlighted and edited using the Interactive Whiteboard (IWB). Children are encouraged to use online programmes the school has purchased such as Bug Club at home to further their learning.

7. Special Educational Needs and Disabilities Provision

- SEND Children

The SEND Co-ordinator is also the English Co-ordinator and she will liaise with class teachers to ensure that the individual needs of pupils with special needs are met and that appropriate targets are set and are regularly reviewed. All children will access the same scheme of work, at their entry point and the level of support they receive, the pace of teaching and expected outcome should vary to allow ALL children within a year group to progress. Where resources permit, it will be the school's policy for Teaching Assistants or additional adults to provide extra support for the SEND English group under the instruction of the class teacher – planning should indicate this provision.

Specific intervention programmes will also be delivered (such as NESSY and basic skills) for those children who require them.

Any Assess, Plan, Do Review (APDR) cycles will be linked, where appropriate, to specific curriculum objectives. Teachers will be mindful of the English needs of the children and differentiate questions and activities to allow all children access. Please also refer to the SEND Policy.

- More Able children

The More Able Co-ordinator will liaise with the English Co-ordinator and class teachers to ensure individuals' needs are met and that appropriate targets are set and reviewed regularly. Any child who is identified as more able in an area of English should be registered on the school More Able register.

Teachers will be mindful of the extra needs of more able children and will differentiate questions and activities to allow for further progression and challenge. They will also have the opportunity to take part in afternoons with more able children from other schools. Please also refer to the school's more able Policy.

8. Cross-Curricular Links

Teachers will consider the opportunities for developing English skills across the curriculum.

- The English Curriculum 'Beyond the scheme of work for English'

Speaking and listening will be taught partly via English lessons and partly through activities such as circle Time. It will also be school policy that all teachers should be aware of and capitalise on opportunities, which will arise every day, for children to develop their speaking and listening skills across the curriculum.

Drama will be taught both within English lessons and where opportunities arise Drama will form part of other curriculum areas including assemblies and school concerts. The shared or plenary sessions offer excellent opportunities for Drama. Teachers will be expected to plan carefully to ensure that opportunities for Drama occur in a variety of subject areas e.g. history, geography and PSHE.

Independent and Individual reading is seen as a crucial aspect of the development of English. 'Core Scheme Books' (See school's Reading scheme) are used in school and children will be expected to read daily at home. Children will also have the opportunity to select books from both the school and class library. The school actively encourages parents to read regularly with their children. There is also provision made in addition to the core reading scheme for dyslexic readers, confident readers and more able readers. In KS2 the children will have the opportunity to change books on set days during the week, class teachers will keep records of the books read by the children and they will also be written in their reading record books. The reading miles reward scheme will be implemented in every classroom.

Spelling will be taught as an additional slot on the timetable once children have completed the Read write inc. scheme. In Years 2 – 6, they will follow the Twinkl scheme and additional spellings will be picked up on when any additional opportunities that arise. It will be school policy that all pupils will be given words to learn each week or are taught words in class. Teachers will also seek to encourage independent spelling by children when they are producing written work. Teachers will not correct every misspelled word in a piece of written work but should select key words for the children to focus on. (See school's Marking Policy).

Different types of writing will be taught to children through English lessons and also via a cross-curricular approach. Teachers will be asked to carefully plan their approach to all subject areas in order to ensure that structured opportunities for their work are provided, thus stimulating the development of pupils' independent writing skills.

9. Equal Opportunities/Race Equality

We are committed to an environment that promotes equal opportunities for all children, regardless of their race/colour/gender and religion and any work undertaken reflects this commitment. Please also see the school's Race Equality and Equal Opportunities policy.

10. Health and Safety

The school is committed to ensuring that all pupils are safe within the school environment. Please refer to the school's policy for Health and Safety.

11. Marking/Assessment

Marking will be carried out regularly and in accordance with the school's marking policy.

- ❖ Teachers regularly assess the progress and understanding of the children, through observing pupils at work, through discussion and questioning and through analysis of written work
- ❖ Pupils are involved in their own assessment, through evaluating their work against given objectives and success criteria, and through setting their own targets for improvement.
- ❖ National Curriculum Attainment targets provide benchmarks against which children may be assessed and are a framework for reporting to parents.
- ❖ Assessments used within school include termly teacher assessments, NFER reading tests, high frequency word and spelling tests, guided reading observations. Also other assessments associated with topics studied and resources used.
- ❖ Records of assessment are kept and moved onto the next class, along with previous assessments in grey files which should be stored for the next year along with the English books for the previous year. This evidence ensures continuity and progression and are sufficient to track individual and group progress and support reports to parents.

- Targets

Targets for each child will be identified and recorded on pupil target cards. These targets will be discussed with the child as appropriate at the beginning of each term and again at the end. Teachers will also take care to ensure that children are regularly reminded about their targets throughout the term. Tips and targets will also be given and set through our school marking policy.

As and when a teacher feels a child has met particular targets or the child identifies that they have, the booklet should be completed. A new target should then be set for the child.

12. Resources

(See the school's English Scheme of Work)

- ❖ Resources are generally kept in the classroom for their intended year group
- ❖ Teachers select resources from different year groups where appropriate to meet the children's needs
- ❖ Resources for extra support, assessment and special needs are mainly located on the resource shelves outside the Head of Hebrew office. There are also useful resources in the SEND cupboard located in the meeting room. This cupboard is over seen by Mrs Taylor.

13. Monitoring, Evaluation and Review

Monitoring and evaluation is carried out according to the priorities of the School Development Plan (SDP) and monitoring timetable. We monitor using a variety of methods including:

- ❖ Teachers' weekly evaluations which form an integral part of their planning and are read and signed by Head teacher every week.
- ❖ Subject leader's regular monitoring of curriculum coverage, whole school continuity and progression through;
 - Monitoring and analysis of planning
 - Lesson walk throughs
 - Scrutiny of pupil's work
 - Discussion with staff and pupils
- ❖ External inspection or advice
- ❖ Thorough analysis of data relating to pupils' performance – including termly pupil progress meetings.

We are aware of the need to regularly review our policies to take account of the new initiatives, changes in curriculum or developments in technology.

We will review our policy during the Autumn term 2018.

14. Role of Governors/Parents

- ❖ Our governors determine, support and monitor and review the school's policies.
- ❖ We believe that parents have a fundamental role to play in helping their children learn and progress within our school.
- ❖ We are committed to ensuring that parents are informed about topics we cover, when homework is set and how to help their child. Regular parents' evenings and conversations throughout the year support this progress.
- ❖ The school believes that the active support and involvement of parents is crucial to children achieving their potential in English and in all aspects of the English Curriculum.
- ❖ Parents will be actively encouraged to read with their children, discuss their books with them and help them choose books for reading at home.
- ❖ Parents will be invited into the school for workshops and information evenings. The emphasis will be on ensuring that parents appreciate that success in English unlocks success in other aspects of the curriculum and in life generally, and on showing parents how they can help and support their children in this crucial area.
- ❖ Parents will receive a detailed annual report on their child's progress in English.

15. Homework

- ❖ Homework is an integral part of teaching and learning in English and children are expected to complete the homework set for their year group along with daily reading at home.

- ❖ Throughout the school, reading books are changed regularly and individual records are kept to show progress. The children read with the class teacher and with adult helpers, and the books are taken home nightly to read with the support of the parents. This feature of sending home and getting books returned regularly is one of the qualities of the school; the support given by parents, both in school and at home, is invaluable and greatly appreciated.
- ❖ Parental support with other homework such as spellings, grammar exercises, comprehension and writing is also encouraged unless otherwise stated.

16. Additional Activities

- ❖ The school holds book fairs and promotes reading through weekly newsletters and supporting World Book Day
- ❖ Children benefit from live productions staged by theatre groups
- ❖ Whole school displays and classroom displays, show the work of children across the school
- ❖ Reading miles display in every classroom

17. Role of the Subject Leader

- ❖ The subject leader is responsible for developing the policy and scheme of work with the staff
- ❖ They should assist with planning and resource collection where required
- ❖ They lead an annual curriculum review and produce a English action plan for the next academic year
- ❖ They have a responsibility to monitor and evaluate teaching and learning in English through a variety of methods and report their findings to the Head teacher
- ❖ They should moderate and aid the marking and assessment of children's classwork work and tests to ensure continuity through the school
- ❖ They should attend meeting and training as appropriate and disseminates their content to other members of staff

18. Conclusion

The guidelines within this policy provide our framework for the teaching and learning of English throughout the school. The policy will be reviewed and updated as necessary on a regular basis to ensure that it is accurate and effective.