

**Leamington Community Primary School**  
***'Together we make a Difference'***



**English Policy**

**Updated February 2016**

## 1. MISSION STATEMENT

We at Leamington Community Primary School will work to provide a happy, secure and stimulating environment in which every child is valued and encouraged to achieve their full potential through the development of a love of learning and a desire to expand their knowledge.

## 2. AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to use language to learn and communicate ideas views and feelings, read and write for a wide range of purposes within a balanced approach to the teaching of English across the curriculum with opportunities to consolidate and reinforce taught English skills.

At Leamington Community Primary School we strive for children to be a 'Primary Literate Pupil'

By the age of 11 we aim for a child to be able to:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment
- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Understand a range of text types and genres - be able to write in a variety of styles and forms appropriate to the situation.
- Be developing the powers of imagination, inventiveness and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.

## 3. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2013) and in the Communication, Language and Literacy section of the Curriculum Guidance for the Foundation Stage (2012).

### 3. STATUTORY REQUIREMENTS continued

In the Foundation Stage (Nursery and Reception) children should be given opportunities to:

- speak and 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, reading and writing.

## Foundation Stage Communication and Language and Literacy

We believe that children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write must be supported and extended. We provide children with the opportunity and encouragement to use their skills in a range of situations and for a range of purposes. We support them in developing the confidence and disposition to do so.

Communication and Language (CL) is one of the ***three prime areas*** of learning and development in the EYFS framework.

**Communication and language development** involves giving children opportunities to speak and listen in a range of situations, and to develop their confidence and skills in expressing themselves.

Communication and Language covers the three different aspects of how young children's language skills develop:

- Listening and attention – children tuning in to what they can hear and listening carefully. This is how children learn to distinguish between different sounds as a build up to learning how to read and write.
- Speaking – how children use words to express their needs, ideas and feelings and as a way of sharing what they are thinking with other people. Children need lots of opportunities to talk before they will be ready to communicate through writing.
- Understanding – how children make sense of spoken language, starting with simple short sentences and building up to more complex questions and sentences.

To develop their communication and language skills, children need to learn: how to listen and pay attention; how to speak; how to make sense of what they hear.

**Literacy** is one of the four specific areas of learning in the EYFS framework. It has been separated from the other aspects of Communication and Language. Literacy is broken down into the following 2 aspects:

Reading – how children understand and enjoy stories, books and rhymes. How children begin to recognise that print carries meaning, both fiction and fact, and reading a range of familiar words and simple sentences.

Writing – how children build an understanding of the relationship between the spoken and written word and how through making marks, drawing and personal

writing children ascribe meaning to text and attempt to write for various purposes.

We know that all children learn best through activities that engage all the senses. We therefore plan play based activities which involve music, dance, rhymes and songs to support language development. Children and staff have strong relationships, which allows children to communicate thoughts, ideas and feelings both verbally and non-verbally. Speaking and listening is an essential part of CL in the Foundation stage because as children develop speaking and listening skills they build the foundations for literacy, for making sense of visual and verbal signs and ultimately for reading and writing. Children need varied opportunities to interact with others and to use a wide variety of resources for expressing their understanding, including mark-making, drawing, modeling, reading and writing. The children have the opportunity to develop these skills on a daily basis through our well planned continuous provision and also daily Literacy activities in Reception. All children in Foundation Stage have dedicated story times on a daily basis to share books, rhymes and songs. We also allow children to see adults reading and writing and encourage children to experiment with mark making.

#### Letters and Sounds

In Nursery we introduce Letters and Sounds Phase One. This concentrates on developing children's speaking and listening skills, phonological awareness and oral blending and segmenting.

The children in Reception work in small groups to carry out Letters and Sounds on a daily basis. The activities/phase the children are working at is dependent on the child's ability- all children are supported and challenged appropriately through well differentiated tasks.

#### Reading

In Nursery we send story books, poems and rhymes home for parents to share with their child, encouraging a love and enjoyment of books.

Reception also provide children with stories to share. When staff feel the children are ready they will introduce phonic books and then basic reading books depending on the ability of each child.

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a

range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

#### THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision and to our English Governor Jennifer Evans.

This policy will be reviewed every 3 years or in the light of changes to legal requirements.

#### 4. SUBJECT ORGANISATION

The English Curriculum is delivered using the Primary National Strategy framework. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age. At Leamington Years 1 to 6 are grouped in ability for the main session of English depending on ability and where it is appropriate. Work is differentiated across the year group. Learning Support Officers provide support to identified groups of children.

#### 5. APPROACHES TO SPEAKING AND LISTENING

We are committed at Leamington to using the Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama. These permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. At Leamington we have a mind friendly approach incorporating drama activities and the use of role play whenever possible. Talk for Writing is beginning to be incorporated whenever possible. There are opportunities on a weekly basis for children to participate in *show and tell*. Every year children take part in our Festival of Speech.

#### 6. APPROACHES TO READING

Shared reading is an integral part of English lessons. Guided reading is covered in different ways as a discrete session outside the literacy lesson. Independent reading: All children are encouraged and given time to read for pleasure. Each classroom has a designated area for this purpose. The teachers at Leamington also demonstrate good practice by reading with and in the sight of the children. We have recently set up reading buddies with the help of K.S.2 children who support key stage 1 and Reception children.

Resources - Children's reading books are banded from Pink Band to Grey Band and children take these books home to read. Reading records are kept in school.

Leamington has a library which is used for mainly research books. Knowsley Library services are also used to enrich our resources. Children are given opportunities to visit and collect books as part of their theme or topic. At Leamington we have an annual book week where the children are encouraged to share and enjoy books.

#### 7. APPROACHES TO WRITING

Phonics and spellings are taught on a daily basis from Foundation Stage to Year 2 and where necessary in Year 3. Spelling Toolkit activities are used as stand alone or integral to English lessons from Year 2 to Year 6. A multi-sensory approach to spellings is encouraged throughout the school.

##### Emergent writing

Shared Writing is an integral part of English teaching and may also be used in other curriculum subjects such as History, R.E. and Science.

Guided Writing takes place outside of the timetabled English lesson. Independent Writing: At Leamington we use many writing strategies to inspire the children to write independently. Handwriting is taught throughout the school using the Collins scheme of work.

#### 8. CROSS-CURRICULAR ENGLISH OPPORTUNITIES

Teachers at Leamington always seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

#### 9. THE USE OF ICT

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate. At Leamington we have a good selection of interactive books from Reception to Year 6. We have digital cameras and video equipment in each Year Group to help with developing English in the form of digital media. These can be used with both personal computers and Mac Books. We also have 48 IPADs and 20 IPODs which are used to enhance English lessons.

#### 10. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy. In addition to this: Individual reading and writing targets are set and reviewed as and when required. Target Tracker for reading and writing is being used and is regularly monitored.

#### 11. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or

groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided. The needs of children with English as an additional language are supported with appropriate intervention programmes.

#### INTERVENTION PROGRAMMES

Intervention programmes in school include Toe by Toe, Spell write, daily readers a number of handwriting interventions and Extra Reading clubs.

#### EQUAL OPPORTUNITIES

As mentioned in the Disability Equality Scheme, all reasonable adjustments will be made to the literacy curriculum to allow all stakeholders to have access to the full curriculum regardless of any disability. Any child with a disability will be targeted, tracked and planned for to ensure they have full access to the curriculum and that good progress is made.

#### GIFTED AND TALENTED

Any children who are achieving significantly higher levels of performance than average for their year group in literacy will be identified as gifted and talented. Class teachers (with support of the subject and Gifted and Talented leader) will ensure that appropriate tasks are planned to challenge and stretch all children. These children will be tracked throughout their time at Leamington to ensure they reach their full potential.

#### 12. ROLE OF SUBJECT LEADER:

The Subject Leader and team are responsible for improving the standards of teaching and learning in English through:

Monitoring and evaluating English:-

- pupil progress
- provision of English (including Intervention and Support programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent English developments

#### 13. PARENTAL INVOLVEMENT

Parents can support with English by ensuring that they read with their child on a regular basis. Asking questions about the text. Take their children to the local library. Help with spellings and homework. Develop speaking and listening skills by discussing topics covered in school with the help of talk homework. The home

school sheet issued each half term gives parents ideas on ways to support their child through their current English topics. Recent training for parents in reading and writing strategies has proved successful and will be developed.

#### 14. CONCLUSION:

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Teaching and Learning Policy

Assessment and Marking policy

Special Educational Needs Policy

Gifted and Talented Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy

EAL statement

The schemes of work for Leamington are set out in School Improvement Liverpool – English Plans Year 1 to 6 and Spelling Toolkit Years 1 to 6. (Found on shared drive – English New Curriculum)

#### DISSEMINATION OF THIS POLICY

**This policy will be discussed with staff and all will receive a copy.**

**Alternative copies of this policy are available from the office on request.**

**Also involved in writing policy: Natalie Benson**