

Oakwood Primary Academy

English Policy



CHANGES

Policy Implemented: June 2010:

Policy reviewed and updated: October 2014, January 2015 and May 2018

Next Review: May 2020

Oakwood Primary Academy

English Policy

Rationale

The policy for English is based on the 2014 National Curriculum for Key Stages 1 and 2. Oakwood Primary Academy operates a thematic curriculum, in which opportunities for writing and the application of English skills are woven into stimulating historical, geographical and scientific theme headings, which drive the term's planning. In linking subjects and opportunities to apply knowledge and skills across the curriculum, the subjects are brought alive to engage children so that deep learning is achieved.

Aims

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping children with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. All the skills of language are essential to participating fully as a member of society.

The National Curriculum for English aims to ensure that all children:

- 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 linguistics.
- Understand the 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 their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

English and the Early Years Foundation Stage

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

Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Writing: children use their phonic knowledge to write words in ways that match their spoken sounds. They also write some irregular common words. They write simple sentences, which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have

happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Reading

The programmes of study for reading at Key Stages 1 and 2 consist of two dimensions:

- Word reading
- Comprehension (both listening and reading)

It is essential that teaching focuses on developing children's competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Oakwood Primary Academy uses the Read, Write Inc. model of teaching synthetic phonics.

Good comprehension draws from linguistic knowledge (vocabulary and grammar) and on the knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. 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. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence.

Oakwood Primary Academy uses the Renaissance Reading scheme (REN). Renaissance Reading is a powerful tool for monitoring and managing independent reading practice while promoting reading for pleasure. <http://www.renlearn.co.uk/accelerated-reader/>

Writing

The programmes of study for writing at Key Stages 1 and 2 consist of 2 dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing using grammatical accuracy)

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting. The Talk4Writing model underpins the teaching of writing in Key Stage One and supports the development of ideas in Key Stage Two.

Spelling, vocabulary, grammar, punctuation and glossary

The two statutory appendices – on spelling and on vocabulary, grammar and punctuation give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their oral text rehearsal, reading and writing. Teaching vocabulary is an integral part of daily English

teaching and learning. Spelling, punctuation and grammar are also taught discreetly in Key Stage 2. As vocabulary increases, teachers show pupils how to understand the relationships between words, how to understand nuances in meaning and how to develop their understanding of, and ability to use, figurative language. They also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. A non-statutory glossary is provided in the national Curriculum. Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Spoken Language

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing and can be a means by which to probe and remedy misconceptions. The quality and variety of language that children hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Children should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. Children should also be taught to understand and use the conventions for discussion and debate.

Drama

All children should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Children should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities 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.

Cycle Overviews and Theme Headings

The Curriculum Overviews identify the theme headings, relevant cross-curricular links and the high quality texts that support specific genres and themes. Over the academic year, each year group in the Foundation Stage, Key Stages 1 and 2 will participate in a school trip or visiting workshop relevant to one of these themes. These experiences will support and enhance compelling learning experiences in an active and engaging way through speaking and listening and/or written outcomes.

Planning

Medium Term plans are used to link learning across curriculum areas and to ensure phases of learning are appropriate. English leads have created a curriculum coverage document for children to be able to access all Key Stage specific genres, linking to National Curriculum objectives. Phase teams plan English in blocks that progress towards an intended outcome. Planning indicates the objectives covered and any adaptations required to ensure children make progress in line with year group expectations. Elements of Talk4Writing are used as part of the teaching sequence. This model of teaching is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it and then writing their own version.
<http://www.talk4writing.co.uk/>

Phonics is taught through the Read Write Inc model which is a rigorous approach to the teaching of reading and comprehension in line with the National Curriculum. <http://www.ruthmiskin.com/en/read-write-inc-programmes/>

Assessment and Monitoring

Assessment for Learning underpins teaching and learning in English. English learning is built upon and cross-referenced in other subjects and the assessment of skills is ongoing. Every child has an English book, which is marked to give children improvement suggestions (Please refer to the Discovery MAT Marking Policy). These judgments are moderated across year group teams in the Discovery MAT, SLT, whole school, and the academic council on a regular basis. Progress in English is monitored termly and at Pupil Progress Meetings. Attainment is reported to parents in the child's annual report and results of statutory tests are reported at the end of the school year.

Teaching Time

In Key Stage 1 and 2, the time allocated to the teaching of English is an hour a day with extra time for phonics, spelling and grammar and reading comprehension. Our thematic curriculum allows for English to be taught through all other subjects plus assemblies, music, drama and computing. Coverage spans a two-year rolling programme, with all text types covered each year. Fiction and non-fiction genres are covered every term.

Home Learning

Each term, a Learning Journey is sent out to parents/carers, so that pre-learning opportunities can be maximized as part of the homework programme. (Please refer to the Home Learning Policy). Parents are encouraged to read at home with their children and communicate with teachers through a home-school diary. The Owl Reading scheme celebrates and rewards children for reading widely at school and at home. In addition Renaissance Reading (REN) challenges pupils' reading and comprehension skills from year 2 – year 6. Sessions for parents about phonics, storytelling and early writing skills are part of the induction programme for new parents.

Equality Statement

At Oakwood we are committed to ensuring equality of education and opportunity for all children, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion and belief, or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

EAL

For children whose home language is not English, we take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We also ensure that children have sufficient opportunities to learn and reach a good standard in English. When assessing communication, language and literacy skills, we assess children's skills in English.

Computing and Technology

Computing and technology is used in various ways to support teaching and motivate children's learning. The Interactive White Board (IWB), class based netbooks, chromebooks and iPads are used in English lessons to support and enhance the learning of English skills and objectives.

This policy should be read in conjunction with the Curriculum Statement.

Oakwood Primary Academy

Appendix 1 - Reading

Rationale

Reading is central to our ability to understand, interpret and communicate with each other and the world around us. At Oakwood, we believe that the ability to read is fundamental to pupils' development as independent learners, during their time at school and beyond. Success in reading has a direct effect upon progress in all areas of the curriculum; therefore reading is given a high priority at Oakwood; enabling the children to become enthusiastic, independent and reflective readers across a wide range of literature, text types and genres.

Aims

Our aims are for all children at Oakwood to:

- Embed the skill of word recognition and comprehension in reading simultaneously to become active readers who engage with a variety of text.
- Using book talk as an extended opportunity to use a rich dialogue to explore children's personal and collective responses to a text.
- Utilise key strategies of activating prior knowledge, predicting, questioning and clarifying summarising, inferring, retrieving and the use of language for effect.
- Understand and apply their knowledge of phonics and spelling patterns and use this to decode words with accuracy.
- Become fluent, confident and expressive readers who read with enjoyment across a range of genres.
- Be able to comment confidently on the intent of authors.
- Be exposed to a rich variety of texts and discuss their purpose.
- Have an interest in words and their meanings, developing a rich and varied vocabulary.
- Understand and respond to literature drawn from a range of cultures and literary heritage.

Teaching & Learning Approaches and Resources

Through a cross curricular approach – with the notion that “every lesson is an English lesson” we teach and practise reading on a daily basis.

To ensure progression in reading these schemes are followed throughout the school:

- Read Write Inc
- Cracking Comprehension
- Renaissance Reading Scheme (REN) - online library linked support system

EYFS and Key Stage 1

- Shared reading, using a big book or text on the interactive whiteboard as a whole class.
- Reading of the same text, including teaching a range of reading strategies and comprehension.
- Frequent readers on a 1:1 basis, for those children who need to ‘catch-up’ in order to be on track for end of year expectations.
- Daily phonics lessons, using the synthetic phonics approach of Read Write Inc.
- Phonics intervention groups lead by the TAs when identified.
- Reading of texts linked to topic work.
- Story time in which the class teacher reads to the class.
- Library visits, including the school library and local library.

- Children's book week and World Book Day booksellers, involving a range of book related activities and authors, poets or storytellers where appropriate.
- Extra activities to raise the profile of reading, linked to different themes, such as the newsletter, Healthy Eating, PSHE themes such as friendship, anti bullying and topic themes.

Key Stage 2

- Shared reading, including use of the interactive whiteboard.
- Daily comprehension activities to enable reading for meaning supported by Cracking Comprehension and linked to specific Reading domains.
- Using the Renaissance Reading scheme to monitor, motivate and ensure the correct level of challenge across a range of texts.
- Weekly word level, spellings and phonics work.
- Reading of texts linked to topic work to extend vocabulary and meaning.
- Reading for pleasure opportunities.
- Story time in which the class teacher reads to the class.
- Children's book week and World Book Day booksellers, involving a range of book related activities and authors, poets or storytellers where appropriate.

Record Keeping & Assessments

Teachers track pupil progress through ongoing AFL which is added to School Pupil Tracker Online (SPTO). Summative assessments are recorded on year group progress sheets three times per year. Progress in RWI is tracked and monitored by the RWI Manager.

Monitoring & Evaluation

A termly monitoring cycle includes, lesson drop-ins, work sampling/scrutiny and pupil voice opportunities. These tasks are undertaken by the English Subject Leader and evaluated by Head of School and SLT.