



# CROMER ROAD PRIMARY SCHOOL

## English Policy

Date of Ratification by the Governing Body:	March 2016
Frequency of Review:	3 years
Date of Next Review:	March 2019

## 1. Introduction

At Cromer Road Primary School, we recognise that language is central to all learning and the development of all aspects of language- speaking, listening, reading and writing empowers our children to understand and to communicate effectively and expressively. The acquisition of literacy enables children to engage with the world at large.

We set high expectations and respond to the individual learning needs of each child. We value the linguistic diversity of our community and the contribution it makes to all learning.

We are committed to providing equality of opportunity for all pupils to access the English curriculum and to ensuring a broad and balanced approach to the teaching of literacy skills across the whole curriculum.

Our aims in teaching literacy are:

- To promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word.
- To develop pupil's competency and enthusiasm within an integrated programme of speaking and listening, reading and writing.
- To develop their love of literature through widespread reading for enjoyment
- To provide pupils with opportunities to consolidate and practise taught literacy skills across the curriculum.
- To deliver a programme of literacy informed by The National Curriculum for English and the Foundation Stage curriculum.
- To give children the opportunity to apply ICT skills within the curriculum.

We aim for all our children to be able to:

- Appreciate that speaking and listening is essential to learning across the whole curriculum; be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- Use spoken language confidently and appropriately with different audiences, elaborate and explain clearly their understanding and ideas.
- Read and write with confidence, fluency and understanding, using a range of independent strategies to self-evaluate and correct.
- Develop a love of books and read widely and often, both for enjoyment and information.
- Develop an extensive vocabulary in spoken and written forms and be able to talk about language and its use.
- Read and understand a range of text types and genres.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Develop their imagination.
- Reflect on their work, evaluate their progress and develop a critical awareness.
- Be aware of, and value the range of languages within our school and the wider community and appreciate our rich and varied literary heritage.
- Use their ICT skills to improve and consolidate literacy.
- Understand how punctuation and grammar are used, and apply their knowledge in reading and writing.

- Develop a fluent, cursive and legible handwriting style.

## 2. Statutory Requirements

### Foundation Stage

Children should be given opportunities to;

- speak, listen and represent ideas in their play and other activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.

### Key Stage One

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.

### Key Stage Two

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 literacy and learn how the structure of language works.

## 3. Teaching Literacy

Teaching and learning reflects and supports the overall development of literacy. At Cromer Road school we aim to create a text-rich environment in which reading, writing, speaking and listening are all given a high profile.

### Subject Organisation

- The literacy curriculum is delivered using the National Curriculum English programme of study to ensure progression. The Early Years Foundation Stage Framework is followed to ensure continuity and progression from the Foundation stage through to the National Curriculum. Children are given the opportunity to:
  - speak, listen and represent ideas in their play and other activities
  - use communication, language and literacy in every part of the curriculum
  - become immersed in an environment rich in print and possibilities for communication.

### English Lessons

English lessons take place daily and can be cross curricula. During this time children will engage in shared reading and writing activities; vocabulary, sentence structure, punctuation and grammar will be taught and children will be given opportunities to practise their skills. Groupings will vary, and differentiated tasks will be planned for so that children can both think for and challenge themselves. Children may work independently, in pairs, in groups, or in teacher led whole class activities. The class teacher and/or teaching assistant or support teacher will also be working with a focus group during the lesson.

### Planning

Planning is completed based on the National Curriculum programme of study and the individual needs of the children. Each lesson will have a learning objective and children will be made aware of success criteria. Opportunities will be given for pupils to build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas.

Planning for literacy will also include assessment opportunities, guided reading and writing sessions, weekly independent writing and phonics sessions in the Foundation Stage and Key Stage 1.

### Differentiation

Differentiation is used to include all pupils at their own level of attainment whilst still having high expectations of all learners. Teaching and tasks are planned for, to both support and challenge learners according to their needs.

### Speaking and Listening

The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

Speaking, Listening, Group Discussion and Interaction and Drama are planned for across the whole curriculum and children are encouraged to develop effective communication skills in readiness for later life.

Pupils should:

- develop confidence and competence in spoken language and listening skills
- develop a capacity to explain their understanding of books and other reading
- be able to prepare their ideas before they write
- be assisted in making their thinking clear to themselves as well as to others
- be taught to understand and use the conventions for discussion and debate.
- participate in drama; create and sustain a range of roles and respond appropriately to others in role
- rehearse, refine, share and respond thoughtfully to drama and theatre performances.

### Reading

The teaching of reading focuses on developing pupils' competence in both word reading and comprehension. 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. Therefore phonics is emphasised in the early teaching of reading.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on 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.

Pupils should:

- be 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
- read to gain knowledge across the curriculum
- learn to read fluently and with understanding
- develop a love of reading

Shared Reading – a whole class activity using a piece of text that models the genre being taught

Guided Reading – a small group session in which the class teacher/adult focuses on a piece of text at a higher level than the child's reading ability. A daily reading programme [4 days a week] is in place for KS1 children with a high level of adult support.

Independent Reading – the child reads independently to themselves or to an adult. Parent volunteers regularly support readers across the school.

Class Novels & reading for pleasure – highly motivational books chosen by the class teacher to read to the class

Home Reading – a reading book at the child's reading level that is sent home to be read with parents. Teachers keep a record and parents have an opportunity to comment.

Library Session – timetabled session in the school library for children to choose a book to take home.

Phonics and Spelling – based on the Letters and Sounds teaching programme and National curriculum spelling programme of study. FS and KS1 have a daily phonics session.

Reading Passport – Each class [from Year 2 to Year 6] has a termly Reading Passport with challenge activities to complete at home. Gold, silver and bronze awards are given for completing a number of tasks in the passport.

## Writing

Teaching develops pupils' confidence in both transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). In addition, pupils are taught how to plan, revise and evaluate their writing.

Pupils should:

- Be aware of the audience, purpose and context for writing
- be able to organise ideas coherently for a reader
- Develop a wide knowledge of grammar and know the correct English grammatical terms
- Develop a wide vocabulary and be able to spell words correctly
- Use a range of punctuation effectively
- Develop a fluent, legible, and speedy handwriting style

Phonics and Spelling – planned for and taught within whole class English sessions.

Emergent Writing – opportunities for children, especially in the Foundation Stage, to practise skills taught.

Shared Writing – a piece of writing related to the genre that is modelled, demonstrated and completed as a collaborative session by the class teacher and pupils.

Guided Writing – conducted as a small group activity during the English lesson in which the class teacher scaffolds and supports the children in their writing.

Independent Writing – a piece of writing which the child completes on their own after a whole class shared writing session. Each class has a 'Big Write' session fortnightly.

Extended Writing – a longer piece of independent writing which the children have the opportunity to revisit, edit and improve.

Handwriting – based on the Penpalsfor handwriting scheme. Children will be taught the correct letter formation and orientation of letters before joining. Handwriting is

modelled and demonstrated by the class teacher with the expectation that all children will be using a cursive script by the end of year 2.

Display of writing – writing which is published for display must be well presented, according to the individual child's ability.

### Teaching methods and strategies

A range of teaching strategies will include explicit modelling, demonstrating, scaffolding, discussing, partner talk, guiding, challenging, questioning to develop higher order thinking and directing.

Drama and role play will be used to motivate and widen children's experience in English and in other curriculum areas.

In order to provide the children with active and stimulating learning experiences, a variety of teaching and learning opportunities are adopted.

- Children may work on a task individually, in pairs, or in a small group, depending on the nature of the activity.
- Opportunities are planned for problem solving, risk taking and investigating.
- Teachers value pupils' oral contributions and create an ethos in which all children feel they can contribute.
- Opportunities to transfer skills learnt to real situations are used whenever possible.
- Activities are planned to encourage the full and active participation of all pupils.

### Cross -Curricular Opportunities

Teachers will 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.

### Computing

Opportunities to use ICT to support teaching and learning in English will be planned for and used where appropriate.

#### 4. Assessment, recording and reporting

Assessments are used to inform teaching in a continuous cycle of planning, teaching and assessment.

### Day-to-day assessments

As part of the ongoing teaching and learning process, teachers assess children's understanding, achievement and progress in English. Assessment is to be based upon observation, questioning, informal testing and the marking and evaluation of work. This informs day to day teaching and learning and provides feedback to children. Pupils are also to be taught to assess and evaluate their own achievements by recognising successes, learning from their own mistakes and identifying areas for improvement.

Ongoing reading and writing assessments will be made by teachers to track children's attainment and ensure they are making good or better progress. Individual targets are

set for children relating to their next steps in learning as identified in National curriculum programmes of study.

A baseline assessment of the pupils' ability will be made early in the Autumn term in Foundation Stage and ongoing assessments are made through daily observations to inform next steps for the children to ensure progress.

## 5. Intervention programmes

Intervention programmes are put in place to support and challenge children in both reading and writing. The impact of these interventions is monitored and reviewed by the Senior Team following pupil progress meetings.

## 6. Equal Opportunities

All pupils are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of race, gender, cultural background, ability or physical disability or home background.

## 7. Environment

It is important that the classroom environment supports both the learning and teaching of English.

The school aims to provide a stimulating environment:

- Through the development and use of working walls to support learning and teaching in a lesson or series of lessons.
- through interactive displays that promote thinking and discussion.
- through displays of pupils' work that celebrate achievement.
- By providing a good range of resources for teacher and pupil use.

In every classroom, we aim to provide a rich resource of both fiction and non fiction books as well as dictionaries and thesaurus for children's use. Each class has a stimulating book area and an author study focus. The book/author currently being read is displayed on the classroom door.

## 8. Home Learning and parental involvement

We recognise the importance of making links between home and school and encourage parental involvement with the learning of speaking, listening, reading and writing.

Home Learning provides opportunities for pupils:

- to practise and consolidate their literacy skills and knowledge,
- to develop and extend their techniques and strategies,
- to share their Englishwork with their family, and to prepare for their future learning.

Parents can support the development of their child's English skills by reading to them or hearing them read daily, supporting with home learning tasks, and providing opportunities for debate or discussion.

### The Governing Body

Regular reports are made to the appropriate governors on the progress of English provision and attainment of the children.

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

### The role of the English Subject leader

The subject leader is responsible for improving the standards of teaching and learning in English through:

- monitoring and evaluating pupil progress in English.
- monitoring and evaluating provision of English including planning, marking, intervention and support programmes.
- managing the English budget and organising resources.
- monitoring teaching and learning.
- monitoring and setting whole school targets.
- leading staff development in English.
- advising on assessment.
- taking the lead in policy development.
- involving parents in their children's learning, including delivery of curriculum evenings.
- supporting colleagues in their Continuing Professional Development (CPD).
- keeping governors up to date on the provision of English and attainment of pupils.
- keeping up-to-date with recent initiatives and developments in English