



Rushey Green Primary School

ENGLISH Policy

"English is the language of the future...
The most important tool you'll ever need, no matter what career you choose.
You have the right to English. Make it your right!"
(Benjamin Zephaniah)

Mission Statement

At Rushey Green we work in partnership with parents to provide an education of the highest quality, which celebrates everyone's success in a happy, caring environment, where all our differences are valued.

Aims

At Rushey Green we aim to develop in all the children:

- A positive attitude towards all aspects of English.
- The ability to communicate and respond effectively.
- The competence to produce work of high quality.
- As much independence and confidence as possible.
- A keen awareness of audience in all areas of Literacy, across the range of Literacy skills.
- Persistence and stamina.
- The confidence to tackle and solve problems through the application of knowledge and the use of skills.

Objectives

- To provide a language rich environment that promotes a culture of reading and writing;
- To acquire a rich vocabulary and a knowledge of grammar.
- To develop in pupils an interest in and a love of books and literature that will not only support their learning across the curriculum but also enrich their lives;
- To value and use books as a basis for learning, pleasure, talk and play;
- To teach children the craft of writing in order to develop in children the confidence and skills to write well for a range of purposes and audience;
- Teach the basics - spelling handwriting and punctuation - to liberate creativity;
- To foster in pupils the confidence, desire and ability to express their views and opinions both orally and in writing;
- To value and celebrate diversity in culture and language.

Whole School Philosophy

At Rushey Green Primary School we aim to develop the abilities of all pupils to communicate effectively in speech and in writing; to listen with understanding and to become enthusiastic and responsive readers so that they can cope with the language demands in adult life. We aim to use a wide range of multi-cultural literature and reference materials, to develop the self-esteem of all pupils and an understanding and respect for all cultures.

All our Curriculum Policies are written with consideration for the Government national Framework 'Every Child Matters'.

We believe that the curriculum should enable the children to '**Enjoy and Achieve**' by providing a stimulating lessons which allow the children to achieve the highest possible educational standards. The development of effective English skills will ensure that the children are able to '**Make a Positive Contribution**' by supporting their self-confidence and enabling them to engage more effectively.

It is also a key factor in enabling children to '**Achieve Economic Well-Being**' by inculcating a love of learning which in turn leads to further education and the world of work. We liaise closely with services which have an impact on children's achievement in English, such as Early Years, Settings, Speech and Language Development services, Sure Start and Book Start to ensure that the gap in the outcomes in the 'Every Child Matters' key categories are narrowed.

Teaching and Learning

English lessons are taught on a daily basis from Nursery to Year 6. Teaching and learning takes place within a whole class setting (shared/modelled reading and writing) and within ability-led guided reading and writing groups. Within guided groups good practice is shared and modelled as in whole class setting and the children also work independently or with a partner on set tasks. Teachers use a variety of interactive teaching methods to deliver the curriculum and achieve set learning objectives. English is also taught through cross curricular links wherever possible.

Planning and Organisation

In Reception there is a shared daily English session and each group has an adult-led session every week. Each child is expected to complete at least two adult-led writing activities per week, in addition to reading individually and in groups.

Each year group, from Y1-6, plans their units of work using the National Curriculum statutory guidance. These units cover the phases of the 'Writing Sequence'. All the units will be based on a carefully chosen high quality book with supporting texts for each topic or unit. Each English Plan (lasting between 2-4 weeks) will cover outcomes for Speaking and Listening, Reading, Writing and Grammar. Each plan will have a writing outcome with a particular purpose and audience in mind.

Over the year each Year group will cover a balance of Narrative, Non-Fiction and Poetry text types. A clear set of end of year expectations are followed by each year group and incorporated into planning and assessment. In each year group English lessons are taught by the class teacher. Lessons are structured following the primary framework guidelines. This ensures independent learning along with a group guided session by the teacher and a teaching assistant. The independent learning sessions are differentiated to meet the needs of the children. English lessons are taught daily for approximately 1 hour and through other cross curriculum areas.

Spoken Language

Speaking and Listening / Talk for Writing

If children can't speak a sentence, they can't write a sentence. Speaking and Listening forms a key element of the Teaching Sequence for Writing and is incorporated throughout the teaching phases.

Talk for Writing

Talk for Writing involves making explicit the processes and thinking involved in the writing process so that ultimately they can be internalised and applied by children in their own writing. Talk for Writing will be embedded in every phase of the 'Writing Sequence'. The main principles of talk for writing are:

1. Book-talk

'Book-talk' is the extended opportunity to use **talk** to explore children's personal and collective responses to a text **as readers**.

2. Writer-talk

'Writer-talk' is the articulation of the thinking and creative processes involved in all Stages of the act of writing; talk that helps children to think and behave like a writer (and consider themselves to be one).

3. Storytelling and story making

This involves the learning and repeating of oral stories, building children's confidence to develop them through telling and then extending that development into writing; later creating 'new' stories orally as a preparation and rehearsal for writing. The sequence being **imitation, innovation** and **invention**.

4. Non-fiction

Children will learn to write a variety of non-fiction texts through the creative curriculum. These are: Explanation Writing, Journalistic Writing, Biography Writing, Discussion Writing, Report Writing, Instruction Writing and Persuasive Writing; to name a few.

The four key components of teaching non-fiction through Talk for Writing across the Curriculum are: **SECURING SUBJECT MATTER** - ensuring children become experts and enthusiasts in the topic; **IMITATION** - using a strong shared text as a model from which children internalize the key language features; **INNOVATION** - using the structure and language patterns of the model text for shared planning and writing in a new, but closely related context; **INDEPENDENT APPLICATION** - children independently writing that text type in literacy lessons and across the curriculum.

5. Word and Language games

Talk games and activities are used to:

- stimulate and develop vocabulary (**VCOP-Vocabulary Connectives Openers Punctuation**)
- 'warm up' the imagination, stimulate creative thinking
- Orally develop a character
- Orally develop a setting

6. Role-play and drama

Techniques from the Primary Framework are used- 'hot seating' 'conscience alley' etc...
Talk for writing strategies will be used frequently both within literacy lessons and across the curriculum

Reading

Shared Reading

Shared reading takes place within the English lesson; the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The children join in, where appropriate with the reading of the text. The texts selected are quality texts that reflect the teaching objectives.

Guided Reading

Guided reading takes place in differentiated groups once a week. During guided reading the responsibility for reading shifts to the learner. Guided reading takes place with a group of children, of similar ability. During a guided reading session the children read and respond to a challenging text with the teacher supporting.

Texts of graded difficulty are carefully chosen and matched to the reading ability of the group. It is intended that guided reading provides a forum for children to demonstrate what they have learned about reading and to further develop and extend their reading and comprehension skills.

Individual Reading

Children have access to a range of picture books, transition chapter books and longer read to support the development of their individual reading skills. Children start the reading scheme in reception and continue on this scheme until they become competent, independent readers. They can then choose from a wide variety of books. Teachers are responsible for ensuring that children are taking home books appropriate to their reading level regularly and this is communicated effectively to parents, the children's progress through the use of the reading record books. Parents are expected to respond at least once per week.

Teachers also read a class novel or short story every day as part of a 'story time' session.

Writing, vocabulary, grammar and punctuation

Shared writing

Shared writing takes place within the Literacy lesson; the teacher models the writing process to the whole class as an expert writer, articulating the process. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific writing strategies, oral response and high levels of collaboration. The children join in individually or through partner work, with the writing, where appropriate.

Guided writing

Guided writing takes place as part of a guided session within a unit of work. During guided writing the responsibility for writing shifts to the learner. Guided writing takes place with a group of children with **similar writing targets/needs**. During a guided writing session the children will write with a teacher supporting. It is intended that guided writing provides a forum for children to demonstrate what they have learned about writing and to further develop and extend their writing skills.

"There are two statutory appendices - on **spelling** and on **vocabulary, grammar and punctuation** - they give an overview of the specific features that should be included in teaching the programmes of study." (National curriculum)

Handwriting

The cursive handwriting style is taught from reception. The aim is to ensure all pupils are joining their letters by the end of year 2. This is then consolidated throughout Key Stage 2.

ICT is an integral part of literacy learning and is used in all aspects of learning teaching.

Phonics and Spelling

Sounds-Write is a quality phonics programme. It is an exciting and highly successful approach to the teaching of reading, spelling and writing. It is a structured teaching programme that is taught throughout the school.

Nursery teaches a mixture of Letters and Sounds and Sounds Write every day.

Reception and Year 1 teach Sounds Write daily.

Year 2 teach sounds Write at least 3 times a week.

Year 3 -6

Reception- teaches an introduction to the initial code - to recognize that letters are pictures of sounds and blended sounds create words. CVC structure.

Year 1- Initial code -to the beginning of the extended code. Segment/Blend and manipulate sounds within words.

Year 2- 3 - Sounds-Write Units 1-19- Consolidating the extended code recognize that phonemes (sounds) can be represented by 2, 3 or more letters.

Year 4 - Sounds-Write Units 20-42

Year 5 - Units 43-48 and 24 polysyllabic words

Year 6 - 3-6 polysyllabic words and suffixes

Multi syllabic words are taught throughout.

KS2 teach an in depth high quality spelling session once per week.

Children with Special Educational Needs and the More Able children

The class teacher to meet the needs of individual children differentiates all English lessons.

Children identified as having additional Special Educational Needs may need greater differentiation of materials and tasks consistent with that child's I.E.P. (Individual Education Plan).

More able children will be challenged and motivated by greater differentiation of materials and tasks. The class teacher also aims to identify those children who may be gifted in English and provide them with appropriate learning opportunities. See Policy for Gifted and Talented.

Inclusion

All children will be given opportunities to participate on equal terms in all Literacy activities and due consideration will be given to the principles of Inclusion.

Assessment, Records and Reports

Progress in Literacy will be monitored through ongoing teacher assessments, periodic writing sampling for writing and guided reading records for reading.

Foundation Stage -children are assessed against the Early Learning Goals for Communication, language and literacy that forms part of the Foundation Stage Profile. Progress in phonics is assessed on an ongoing basis.

At the end of Year 2 and Year 6, SATs tests are used as basis for assessing formally. Optional SATs and teacher assessment are used to assess children's levels termly for Years 3-5. Children's levels are entered onto the John Sinnot excel program (a whole school pupil tracker that is used to monitor children's progress term by term across the school from Reception to Year 6) whereby children's progress can be shared and monitored.

Data is analysed for various groups FSM (free school meals) children, Gender, Gifted and Talented, Special Needs and Ethnicity to ensure the progress is continually monitored, and reported to the head teacher so that interventions can be put in place early.

Parent meetings are held twice annually to inform parents of their child's targets. Next steps for reading, writing, speaking and listening are indicated on children's end of year reports. Regular feedback through marking, children's response and discussions are held with pupils to discuss their targets to enable them to move to the next stage in their reading and writing.

Parents

Parents are actively encouraged to participate in their child's education by supporting them in a positive way - both generally and specifically. Reading with them at home regularly, supporting them with home learning tasks and completion of their reading journal activities and reading record books. Children are provided with book bags with high quality books and high quality records that are modelled for parents/carers.

Reviewed by, Literacy Co-coordinator

December 2014



Rushey Green Primary School

Library Policy

"Picture books are for everybody at any age, not books to be left behind as we grow older. The best ones leave a tantalising gap between the pictures and the words, a gap filled by the reader's imagination, adding so much to the excitement of reading a book." Anthony Browne, Children's Laureate 2009 -2011

Introduction

The school library is for use by all children and adults on the school premises. It is there as a resource and a facility to teach children about appreciating the world of books and libraries. We encourage children to visit the library regularly. We aim to teach them how to use a library and how to respect the special place it has within the school.

Local Lewisham Library Services

We liaise with our local library services, encouraging use of local libraries, alerting our parents to the services offered by the libraries and enabling us to provide an integrated approach to the place of libraries in our culture. This is to support the aims of '**Every Child Matters**'.

Library Use

We use the library to give the children access to a wide range of books, possibly those books which are not available elsewhere. The children are encouraged to research in the library. We display different books to develop children's interest.

The displays are designed to bring to the children's attention aspects of literature, new books, and information on a variety of issues or themes. We try to emphasise the multicultural nature of our community and develop the awareness of equal opportunities through our displays. Children's work is also displayed to make the library a central part of the school community. It is a venue for shared story times.

We give them the opportunity for quiet reading. We encourage it as a place to be particularly quiet and reflective. We want to make the children aware of the way they can use public and other libraries to extend their access to books and information. We believe that books and other forms of print should become of central importance within children's lives.

Procedures

- Each class has a timetabled library session at least once a week.
- The number of books chosen by the children should be monitored by the class teacher. One book each is usual.
- At the present time the children are allowed to take books home.
- The children can go to the library as a class group or in small groups with suitable supervision from a teacher or teaching assistant.

- The children must be taught how to behave in a library. A quiet atmosphere must be encouraged. The books should be handled properly. The library must be left in an orderly state. Many of these things must be taught and reinforced by the teacher.
- The older children are being encouraged to use the library for independent research. This is to help develop a sense of responsibility and trust as well as teaching higher reading skills. This must be organised with care by the class teacher.
- Damaged or unsuitable books should be removed and given to the coordinator to arrange for repair or replacement. New books will be regularly purchased. We also assess our books for appropriate imagery and content that reflects our equal opportunities policy.

Staff and pupils are encouraged to keep in mind any ideas for new books which would benefit the collection.

Library System

We currently have a self-service machine that links to the local library server. Every class teacher will keep safe the children's Lewisham library cards. Children use their Lewisham library card to scan their books in and out. This is closely supervised by the class teacher. Class teachers are responsible for the children taking books out and ensuring that they are returned regularly. At the end of each half term a list of books out on loan is emailed to the coordinator. The list is distributed to every class teacher who are responsible for chasing children/parents and carers to return books out on loan.

Lewisham Library Cards

Any lost or stolen cards should be reported to your local Lewisham Library where a replacement can be issued with immediate effect.

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December 2014