

Stubbins Primary School

Subject Policy for English



At Stubbins School, children are at the centre of everything we do. We aim to give our children the best possible opportunities and learning experiences, enabling them to reach their full potential. We aim to ensure that the children in our care are equipped for life-long learning as responsible citizens in an ever-changing, diverse local and world-wide community. **We believe that everyone has the capacity to become great if they have the courage to challenge themselves. By nurturing creativity, enjoyment & ambition; this policy supports our responsibility to make this happen.**

This policy is supported by, and should be read in conjunction with, our Teaching & Learning Policy, The Key Principles of which are that:

1. It is vital that staff have a consistent and shared understanding and approach to promoting learning. However, it is recognised that staff have different styles, strengths, enthusiasms and approaches – this is valuable and to be celebrated and shared.
2. **Agile Teaching**, rooted firmly in the principles of Formative Assessment, is the framework within which learning happens at Stubbins.
3. Teamwork underpins our professional roles. Our success depends on how closely we support and energise each other.
4. We are on a learning journey, and have much to learn from colleagues and other professionals; we learn from our mistakes
5. Teaching is sometimes difficult, and there are always barriers to overcome when promoting learning. However, we are right to be ambitious for what can be achieved, and optimistic that learning can always be enhanced for all our pupils.
6. Each and every pupil has the right to access the very best learning that we are able to offer.
7. We are responsible for providing the guidance, support and expertise necessary for the best learning to take place. 'Working' is not always 'learning' – we should enable our pupils to be active learners.

Learning and teaching is the core business of our school. It is our aim to motivate all our pupils to have high aspirations, to want to do their personal best and to have the desire to be successful in and out of school. We are trying to prepare pupils to be successful in a rapidly changing world that has many challenges; some of which are yet unforeseen. We can only nurture flexible and creative learners if teachers and pupils work in partnership to create a stimulating and successful learning environment.

Thus it is our aim to have pupils involved fully in the learning process thereby promoting an active culture of learning. The Teaching & Learning Policy sets out the principles and expectations behind our learning environment and should be read in conjunction with this policy.

Delivering the Curriculum

Our Policy on delivering the curriculum explains how we ensure that we include every child and use our skills environment to maximise every child's potential. This policy also outlines the areas of learning across the curriculum.

Other Policies which support this subject are:

- **Behaviour Policy**
- **Marking Policy**
- **Assessment Policy**
- **SEN Policy**
- **Equality Policy (Duty & Action Plan)**
- **Library Policy**
- **Reading and Phonics**
- **Handwriting Policy**

The main aims in the teaching of English.

At Stubbins Primary School we aim to provide quality English teaching across the curriculum that gives all children the skills, confidence and breadth of experience to enable them to become proficient speakers, listeners, readers and writers of the English language.

Literacy unites the important skills of reading, writing and speaking and listening and is at the heart of all children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

At Stubbins Primary School we aim to encourage children to:

- be effective, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- enjoy and engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- plan, draft, revise and edit their own writing;
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, well-presented written work.

Approaches to Speaking and Listening

The four strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards.

Pupils have access to a wide range of speaking and listening opportunities that include:

- Talking about their own experiences, recounting events
- Participating in discussion and debate
- Talk for writing
- Retelling stories and poems
- Expressing opinions and justifying ideas
- Listening to stories read aloud
- Presenting ideas to different audiences
- Taking part in school assemblies and school performances
- Responding to different kinds of texts
- Talking to visitors in school
- Listening to ideas and opinions of adults and peers
- Role play and other drama activities across the curriculum

Approaches to Writing

Children are encouraged to write for themselves from the very beginning as emergent writers. They are encouraged and expected to read their own writing. Written work is valued through sharing it with both adults and peers and through display or writing for a particular purpose. Our aim is to develop the children's understanding of the written language by purposeful activity. We aim to give the children the opportunity to produce wide-varied forms of writing for different audiences. Through these experiences they can use writing to develop ideas and communicate meaning to a reader using wide-ranging vocabulary and an effective style as well as to spell and punctuate correctly.

Pupils have access to a wide range of writing opportunities that include:

- shared writing
- scaffolded writing
- guided writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- writing related to own experiences and enjoyment

- writing from a variety of stimuli
- planning, drafting editing and presenting
- using ICT

Shared writing takes place within the English 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 where appropriate.

Guided writing takes place as part of a guided session at least once 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 needs/targets. During a guided writing session the children write with a teacher supporting.

At Stubbins we believe that it is important to give children the opportunity to apply their learning in independent, extended writing sessions. These sessions are not restricted to English lessons and the application of learned skills is promoted throughout the curriculum.

Approaches to Grammar, Punctuation and Spelling (GPS)

The National Curriculum gives a clear development programme for the introduction and acquisition of knowledge about grammar, punctuation and spelling.

We help children to become confident spellers by teaching them a range of strategies, rules and conventions systematically and explicitly. Children are taught to use their knowledge of morphology and etymology when spelling. Weekly Spellings are set in years one to six at an appropriate level for each child and build on what they already know and can apply.

The purpose of grammar teaching is to enable pupils to become conscious of patterns of language that they can then apply in their own work to enhance meaning, improve fluidity, create specific effects and build cohesion. Children are taught to select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.

In KS2 we begin every school day with a 20 minute lesson that covers grammar, punctuation and spelling. This ensures that time is given to teach aspects regularly, discretely and explicitly. The application of this knowledge is encouraged within all lessons through the day and teachers have high expectations of written language throughout the curriculum

Reception and KS1 begin each day focussing on phonics session which includes aspects of language. Please refer to the Phonics and Reading Policy.

Those children requiring continuing support with their phonic knowledge and application in Year 3 and beyond form focus group with the aim of closing the gap.

Approaches to Handwriting

On entry, Reception children are involved in varied activities to develop essential pre writing skills in line with the Early Learning Goals. There is much focus on developing gross and fine motor skills and strengthening muscles in the arms and fingers. Children are also introduced to the individual letters and rigorously taught correct formation from the very beginning of their time in school. From the time that children are ready, they are taught to sit with a good posture, both legs under the table, their chair pushed in a comfortable amount and their feet flat on the floor. They are taught to hold a pencil with the correct tripod grip.

At Stubbins we teach joined handwriting using an agreed cursive script. During short regular time tabled handwriting sessions we focus on the fine details of correct formation. Children are taught to compare their results very critically with what the teacher has written. As children progress through school there is an increasing focus on fluency, consistency and speed. We use Letter-Join software to aid the teaching of handwriting. This software can be accessed by the children and their parents at home. It is expected that notices, displays, titles and signs in the classroom and around the school will be in the same cursive script and that all teachers and teaching assistants model the handwriting style at all times i.e. when writing on the board or in children's books.

Please refer to the Handwriting Policy for further details.

Resources

Bug Club: banded books are all located in the entrance corridor; E-books are available online, with home share access

Phonics Bug and Phonics for Comics: banded books are located in the hall by the entrance to the Reception Class; E-books are available online, with home share access

Active Learn: interactive games and activities to aid the teaching and learning in language, grammar, phonics and spelling; printable teaching and assessment guides and printable resources are all available online

Educational City: interactive games and activities and printable resources are available online, with home share access

Letter Join: interactive activities, teacher resources and worksheets are available online

CGP Grammar, Punctuation and Spelling books: allocated to each child Year 2 – Year 6.

Class sets of Dictionaries: located in Year2 for KS1 children, located in the shared corridors for both Lower KS2 and Upper KS2 children

Library: all classes have timetabled access to the school library and have constant access to individual class libraries.

English board games and activity resources: these can be found in individual classrooms throughout the school; a wide range of English resources, designed to help children with extra needs, are located on the SEN shelves in the Music Room.

Assessment & Recording

Teachers are expected to make regular assessment of child's progress and to record these systematically. The following is the school policy for assessment in English:

Teachers assess using KLIPS. Teachers collate assessment information and report pupil progress on a termly basis, providing summative assessments. Children are given Entering, Developing or Secure scores for the year group level they are working at.

Teachers use LAPS for formatively assessing guided group work. The goal of formative assessments are to monitor teaching and pupil learning, helping to identify strengths and weaknesses and target areas that need more focus. These formative assessments directly inform future planning.

In the reception class, regular assessment observations are recorded using the online software '2Build a Profile' and added to Learning Journeys.

Teachers' summative records for the assessment of English are kept in each teacher's Assessment Folder and recorded on the Lancashire Tracker termly. Other formative assessments may be noted on planning sheets, LAPS documents and in teacher's individual formats for their own information.

Children's Big Write work is recorded in Big Write folders. All other specific English work is kept in English exercise books and any white board work is regularly copied and added to the exercise books to evidence each child's learning journey. English is taught throughout the curriculum and therefore a child's learning journey is also evident in all other exercise books and folders including those for Topic, Science and RE.

Parental Involvement in English

Parents are kept informed about teaching and learning in English through:

- A dedicated page on the school website.
- The class blog.
- EYFS Parent Meeting regarding the Teaching and Learning of Reading and Phonics
- Work assigned to individuals using online home access to Active Learn, Education City and 2Build a Profile (EYFS) IT resources.

Homework

At Stubbins, homework in English is given fortnightly in KS1 and weekly in KS2. An English homework tasks is set by the teacher with an expectation that it can be completed within 10-20 minutes and differentiated to meet individual needs and age of the child.

Reporting to Parents

A main report is completed before the end of the summer term and parents are given two smaller reports as well as having the opportunity to discuss their child's progress at parents evening in the Autumn and Spring terms.

Subject Leader

The subject leader is responsible for:

- Creating the subject policy.
- Explaining subject expectations to other staff.
- Ensuring the subject policy is followed across the school.
- Monitoring and evaluating attainment & progress in the subject across the school.
- Recording & holding evidence of the quality of teaching & learning in the subject across the school.
- Reporting to the headteacher and/or governing body.

The Governing Body

Our Curriculum Committee has overall responsibility for the delivery of our curriculum, and for ensuring that standards are high. The subject leaders are encouraged to report to this committee on any developments and particular achievements. Governors are encouraged to visit school in order to monitor the curriculum and celebrate successes.

This policy will be reviewed in January 2021

Miss A McNulty

Subject Leader