



Brereton C of E (A) Primary School

English Policy

Policy Statement

At Brereton School we aim to enable children develop a love for the English language, through the spoken and written word. We recognise the central importance of English as a medium for thought, learning and expression across the curriculum and also as a subject in its own right. We believe that children need to develop their use of language in order to learn, and to empower them as members of society. We see the need to acquire and develop language skills as a major part of the school curriculum. English is therefore given a high priority in the school and the Literacy Hour is taught daily in every class using the guidance from The National Curriculum. In Addition to this children receive daily Guided Reading and Phonics sessions. Whilst Literacy is taught discreetly the teaching and application of those skills is also embedded throughout the rest of the curriculum, through our Topic Themed planning. All staff at Brereton are passionate about every pupil reaching the highest possible standards.

Aims

We aim to develop children's abilities within an integrated programme of speaking and listening, reading and writing. We also aim to provide a supportive, stimulating and secure environment where children will be encouraged to express themselves and have their contributions valued. Children are given opportunities to consolidate and practice taught literacy skills in other curricular areas.

We aim for children to:

- Be able to read and write with confidence, fluency and understanding, utilising a range of independent strategies to self-monitor and correct.
- Be confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge.
- Be enthusiastic and reflective readers, through contact with challenging, substantial and diverse texts.
- Have an interest in words and 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.

Planning

Literacy is a core subject in the National Curriculum and we use this as a basis for implementing the statutory requirements of the programme of study for Literacy. We carry out the curriculum planning in Literacy in three phases: long term, medium term and short term.

Through our medium term planning, where possible, links are made to class topics. Each term every class also introduces a new 'Spot Light Author' and this provides a good basis for the delivery of our planning.

Talk 4 Writing is used across the school to engagement and progress. Each half term is based around a three week fiction unit, a two week non-fiction unit and a one week poetry unit.

All class teachers are responsible for weekly planning, based on the agreed medium term plans.

Teaching and Organisation



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Teaching and learning is organised to suit a variety of learning styles including whole class, group and paired work. Collaborative learning is actively encouraged with opportunities for discussion.

Drama activities are used where appropriate in English and in other curricular areas.

We develop children's reading and writing skills through a number of different approaches.

- Shared Reading
- Guided Reading s Guided Reading Activities occurs daily outside of the Literacy hour. Children are set for Guided Reading depending upon their level of attainment and adults rotate groups in order to ensure each ability group reads at least once a week.
- Independent Reading s Children are encouraged to engage in reading throughout the day. Individual reading with staff or helpers is also conducted whenever possible.
- Phonics/Spelling - Daily phonics and spelling sessions, in differentiated groups from Rec to Y6, allow all children throughout the school to have teaching targeted to their ability. All classroom teachers and teaching assistants are involved in this. We use the scheme Read, Write Inc in order to ensure progression and continuity.
- Links with Parents
- Wider Reading - Children in the FS and KS1 are able to join the local libraries at the start of the academic year and close links are formed between the school and library staff.
- Home Reading and Writing. Each child has a Reading Diary and a book to share with parents. Children from Year 2 up receive weekly homework activities in English homework books. Reception and Year 1 may bring homework in the form of simple activities or flash cards.
- Modelled and Shared Writing
- Guided Writing
- Independent Writing
- Handwriting s All teachers have high expectations in the presentation of work in all areas of the curriculum. Handwriting plays an important part and is taught weekly. Staff also model using cursive and pre cursive scripts.

Inclusion

- Differentiated activities are given to support less able and extend more able pupils.
- Gifted and talented pupils are catered for within their class setting and through extra curricular activities. Ability groups for Phonics and Guided Reading also allows children to access higher levels than their class peers.
- Children with difficulties are supported as appropriate. A number of staff are trained in reading interventions such as FFT, RR and BRP and those children identified are able to receive quality, targeted intervention.
- Where necessary outside agencies are involved.
- Parents are kept informed and encouraged to assist in helping their children.
- Teaching assistants are used in school to lead or support groups and individual children.
- For provision for children whose first language is not English we follow the relevant policies (SEN/ Racial Equality).
- Intervention programmes are delivered by teachers and teaching assistants to assist pupils who are not working at the expected National Curriculum level as appropriate to their needs.



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Resources

Individual reading books for FS and KS1 are graded using Book Bands and are stored in the area between the two teaching areas to enable ease of access for children. Additional reading books are displayed attractively in the classroom to promote reading.

KS2 individual readers are leveled and kept in classrooms where they are displayed in ways appropriate to the age of the children. Guided reading books for FS and KS1 are currently stored in the library. KS2 guided reading books are stored in the library.

Phonics resources are stored in each classroom and RWI displays are in every classroom.

Planning and assessment documents and copies of resources are also saved in the Staff Share under 'Subjects' and 'Literacy.'

Reading intervention programmes and resources are stored in the intervention room in school house.

I.C.T.

ICT supports the teaching of English through a variety of interactive teaching programs which reinforce reading, writing, spelling and grammar. The Internet is used to facilitate research for non-fiction writing. ICT is also used as a means of presenting final outcomes.

Assessment and Recording

Formative assessment, carried out by the class teacher, is an integral part of their role and is used to inform future planning. Bridge the gap marking is used to identify children's progress against teaching objectives and to move them on to the next stage of learning.

Teachers annotate their weekly plans to assess progress and to highlight areas of concern.

Guided Reading progress is tracked through the use of assessment sheets.

Formal, summative assessments are carried out at the end of Key Stage 1 / 2 in accordance with National Curriculum assessment requirements. The phonics knowledge of Year 1 pupils is assessed towards the end of year using the Phonics Screener.

Reading is assessed using the PM Benchmark materials in KS1 and as appropriate in KS2.

Running Records are also used to help form judgments and monitor progress.

Reading and SPAG are assessed and tracked at the end of each term using Rising Stars Assessments (see Assessment Policy).

At the beginning of each Talk 4 Writing unit pupils complete a 'cold' piece. This helps to inform planning. At the end of the unit pupils write a 'hot' piece and teachers use this to track progress. Writing from all year groups is moderated by all staff at the end of each year.

This policy should be read in conjunction with the following relevant policies: Teaching and Learning/Assessment/Equal Opportunities/Presentation/Homework/Inclusion/Curriculum.

This policy was ratified by the Curriculum Committee April 2017

This policy will be reviewed in April 2020.