

John Ruskin Primary School and Language Classes

English Policy

Coordinator: Samantha Madeira

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“Be responsible, be fair, stay positive and care”

Principles and Purposes

The development of English is the responsibility of Samantha Madeira.

This policy aims to give an overview of policy and practice in the English Curriculum at John Ruskin School.

At John Ruskin we aim to encourage a love of language throughout the school through a rich and diverse experience, quality first teaching and the use of appropriate resources.

We believe that children need to talk, listen, read and write to a high standard in order to gain full access to the whole primary curriculum. It is for this reason that speaking and listening, reading and writing are seen as integral to all areas of the curriculum.

We aim to involve parents as closely as possible in supporting and extending children's development in English through a good liaison with the school.

We believe that all children should be set high standards regardless of race, gender, home language or previous experiences.

We view positively the skills all children have in English, regardless of accent, dialect or home language.

Principles and Practices

English is taught in the following ways:

- Daily English lesson
- Guided Writing
- Extended Writing
- Guided Reading and Independent Reading
- English Skills lessons
- Daily phonics teaching (EYFS and KS1)
- Handwriting
- SPaG lessons
- Opportunities for talk through out the curriculum
- Reading aloud to the class
- Use of the school library
- Use of outside library visits
- PACT scheme
- Reading schemes
- Visiting professionals – e.g. poets, writers, story tellers.
- Other, unplanned opportunities

Daily English lesson

Each class in Key Stage 1 and 2 have a daily English lesson. Teachers use the John Ruskin School medium term plans to plan daily lessons for English. The medium term plans use the objectives from the National Curriculum (2013) Programme of Study for English for each year group but teachers are free to adapt these plans by tracking objectives backwards and forwards to ensure the relevant teaching of English objectives are meeting the children's needs.

The objectives on the medium term plans should feed into the planning for daily lessons. Over the course of each unit, there should be a balance between reading and writing objectives.

Planning should include:

- An engaging starting point at the beginning of each unit.
- Spelling, punctuation and grammar objectives and activities.
- Texts to be looked at.
- Reading objectives and activities.
- A progression from reading into writing across the unit.
- Writing objectives and activities.
- Clear links between teacher modelling and children practicing and using those skills.
- Clear cross curricular links made where possible.
- Extended writing clearly identified.
- Regular opportunities for speaking, listening and drama

English in the Early Years is covered in two strands of the EYFS curriculum: Communication and Language; and Literacy. Handwriting is covered in the Physical Development strand.

Extended Writing

Extended writing plays an important role in the English curriculum, giving the children an opportunity to write independently for a sustained period of time.

In Key Stages 1 and 2, extended writing should take place every week in the timetabled slot. Where possible, the extended writing should be linked to the English unit being taught at the time. Where this is not possible, extended writing should link to a foundation subject. For example, writing under pictures that have been sequenced in an RE lesson, writing a letter from or to a historical character, writing instructions on how to make something in DT, etc.

Extended writing should always be led by English objectives, even when the writing is cross curricular. All extended writing should therefore be completed in English books and taught in English sets in Key Stage 2.

Guided Reading and Independent Reading

Guided reading is an approach to the teaching of reading that supports pupils' development as active and independent readers.

Guided reading should be taught daily in the timetabled slots. Groups for guided reading should be set according to the current needs of the children. Each guided reading session should be carefully planned to meet the needs for that group.

Objectives for each group should be taken from the '2015 Star Records,' which can be found in the 'Staff Server' under 'Guided Reading Records.' These record sheets provide a breakdown of the standards expected by each Year group and teachers should use the breakdown as a guide for planning guided reading for each group.

The teacher should work with a different group each day, tailoring the teaching to meet the needs of the group. The text chosen should be 90% accessible for the level of reading in the group.

During guided reading time, all children should be engaged in a reading/writing task or be given opportunities to browse and read in the class book corner or library, for pleasure and information. These activities should be planned by the teacher.

Guided reading texts can be found in the library and have been book banded to ensure teachers choose books that are correctly matched to each group. The teacher should choose the text and should have read it in order to ensure that it meets the needs of the children. Key questions should be planned for each guided reading session and then followed up with a planned follow up activity for the following day.

The children should be given an opportunity each week to choose a book from the class book corner and library in order to read independently.

English Skills

Each class's timetable has an allocated time slot for teaching English skills. This session should be used alternately for reading comprehension and English skills.

Reading comprehension

Use for:

- Timed practice

- Opportunities to go through answers and identify where the answer was found
- Guided comprehension tasks

Resources:

- Badger comprehension books
- Collins comprehension books
- Past papers
- Kent comprehension papers

English skills lessons

Use for:

- Development of sentence construction skills
- Speaking and listening tasks
- Spelling tasks
- Opportunities for individual/group conferencing
- Addressing weaknesses from current medium term plans

Resources:

- Grammar for Writing
- Developing Early Writing
- Collins Activity books
- Spelling logs
- Websites
- Edison speaking and listening documents
- Whiteboards
- Spelling Bank
- Pi Corbett books

Daily phonics teaching

John Ruskin School use the Letters and Sounds document produced by the Primary Strategy to ensure systematic teaching of phonics. Letters and Sounds is designed to help teachers teach children how the alphabet works for reading and spelling by fostering children's speaking and listening skills and teaching high quality phonic work at the point they judge children should begin the programme.

The teaching of phonics takes place everyday.

Handwriting

Handwriting is taught according to the Nelson handwriting scheme. Copies of the teachers manual and pupil books are available in each classroom. Support materials can be found in the library.

Teachers and other adults should attempt to provide a good model of the handwriting scheme in children's books and on boards.

The teaching of handwriting should take place twice a week during English lessons. Please see the Handwriting policy for further guidance.

Opportunities for talk throughout the curriculum

At John Ruskin we understand that speaking and listening is the bedrock of English development and as such, place great importance on speaking and listening throughout the curriculum. Teachers are encouraged to include talk partners in every lesson, thus giving children an opportunity to speak in context on several occasions every day.

Reading aloud to the class

Teachers should match the children's interests, age and class topic to a range of books throughout the year.

All children in Key Stage 2 should be reading a novel in class, which could be used to provide extracts for explicit teaching within the literacy hour.

Use of the school library

The library is organised using the Primary School Dewey System and a card system is used to encourage children to have responsibility for the books that they borrow. These systems are maintained by the librarian.

All children should be allowed access to the resources of the library throughout the year. Teachers should agree times for the children to visit the library by allocating slots onto the library timetable. An adult should always be present in the library when children are using it.

In Key Stage 1, children also have the opportunity to visit a local community library to develop their own reading interests.

The library books are regularly audited to ensure that they: reflect the multicultural world that the children have experienced; have good curriculum coverage and; include high quality children's literature for a range of reading ages, interests and abilities.

Reading scheme

Oxford Reading Tree is the main reading scheme used at John Ruskin Primary School. Children begin the scheme in Reception and continue to work their way through the stages of the scheme through to Key Stage 2. The books are given out each week to the children and recorded in their PACT books.

Class teachers are responsible for maintaining the scheme.

PACT scheme

All children will be given a PACT [Parents And Children Together] book to record the books they take home and read. Each week, children in Years R-4 take home a book chosen by the teacher (ORT) and a free choice book. Teachers should ensure that children select books that are wide ranging and of an appropriate level. In Years 5 and 6, children should choose a book for the class book corner and one from the library.

PACT books should be kept in books bags, brought in every day and kept in a specified place within the classroom. Teachers should check PACT books at least once a fortnight to ensure that children are reading and changing their books and give advice to parents if required.

Books should be changed a minimum of once a week in Nursery and Years 5 and 6. From Reception to Year 4, books should be changed twice a week. For more information see attached guidelines for PACT

Visiting professionals

Children are given the opportunity throughout each academic year to work with visiting professionals. This may take the form of story tellers coming in and 'telling a story' to a Key Stage or working with individual classes in writing workshops. It could also involve a class working with a poet or author in a workshop situation.

Equalities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity, disability or home background. Work is differentiated to meet children's individual needs and specialist equipment or extra adult support provided for children with disabilities.

The Language Unit

Children with a diagnosis of Specific Language Impairment (SLI) and a Statement of Special Education Needs are referred to the Language Unit. The Language Unit follows the English National Curriculum (2013) in the same way as the main school, but work is planned taking into account each child's language needs and IEP.

Guidelines of the teaching, learning and assessment of English in the Language Unit are available in the Language Unit Language and Literacy Policy.

Children with EAL

Dual language books that represent a wide range of cultures are available in the library if teachers' stocks in class are not sufficient for the classes needs.

EAL teaching is supported by Claire Davis. Guidelines of assessment and teaching is available in the EAL and EMAG policy.

The Classroom Environment

All classrooms should have a book corner which should provide a stimulating reading environment for children.

Throughout the school, teachers should be using some or all of the following as appropriate to the needs of their class.

- Lists of key words appropriate to the current text type. These may be displayed on a 'Working Wall.'
- Writing types
- High frequency words
- Spelling rules and patterns and examples of these
- Descriptions of text types
- Poems
- Book posters
- A book corner which conforms to the school's agreed book corner guidelines

Assessment

The methods of assessing children in English are as follows:

- Discussion with children in and out of lessons
- Salford and NFER reading tests – December and June.
- Marking children's work in direct relation to the WALT. (See marking policy for further guidance). Children are given time in English lessons every week to respond to this marking.

- Guided reading folders, assessing group work against National expectations for each Year group.
- Teacher assessment of reading and writing from Year 1–6 (referencing.)
- National tests in years 2 and 6.
- Optional tests in Reading and GPS years 3, 4 and 5, once a year.
- Pupil self and peer assessment.

Literacy, Language and Communication in the Foundation Stage

Within the foundation stage, the English curriculum is covered by two areas of the EYFS curriculum; Communication and Language; and Literacy. Handwriting falls under the Physical Development strand of the Early Years curriculum. These curriculum areas are taught in a mixture of ways

→ Small group activities, differentiated by WALT and activity as appropriate.

→ Independent Provision – activities set out by staff to support progress through Development Matters age bands.

→ Whole Class Teaching – In nursery a daily phonics session using stories, songs and games to develop skills. In Reception daily phonics plus a shared reading or writing activity.