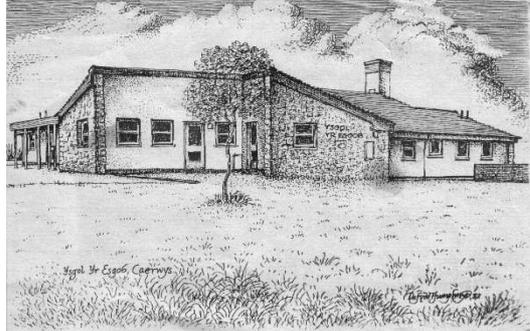


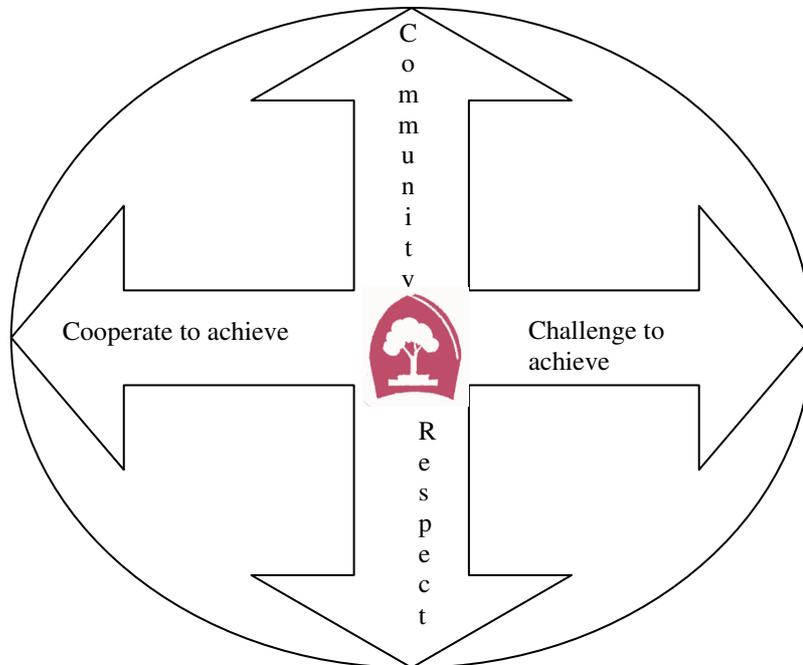
# **Ysgol yr Esgob Church in Wales VA Primary School**



## **English Policy 2015**



**"Respect, respond, be brave, rejoice!"**



**Learning and growing together in a happy, Christian Community where all are equally valued.**

At Ysgol yr Esgob, we aim to create the best conditions possible for every child to succeed by developing self-esteem, confidence and a true feeling of self-worth.

We offer a safe, caring, Christian environment where children flourish both academically and creatively, through a varied and stimulating curriculum.

We aim to nurture respect involving self, each other, belongings and the environment.

We support staff, parents, carers and governors to participate actively in the children's' learning and the life of the school.

We develop skills and knowledge and aim to inspire a love of learning so that all our children many develop as independent and collaborative lifelong learners.

We give staff job satisfaction and the opportunity for career development, sharing expertise throughout the school and wider community.

Through strong links with those in our community, we aim to help children to appreciate the importance of their contribution, develop a sense of citizenship and a healthy lifestyle.

We aim to develop an understanding and respect for other races, cultures, gender, people with disabilities, religions and associated points of view.

We aim to develop pride in our Welsh heritage and culture.

We aim to help children recognise their roles and responsibilities in the care of the environment.

Children, Staff and Governors, September 2014

# **Ysgol yr Esgob Church in Wales Voluntary Aided School, Caerwys**

## **POLICY FOR ENGLISH**

### **INTRODUCTION:**

This document is a statement of the aims, principles and strategies for teaching and learning English at Ysgol yr Esgob, Caerwys. English is important because:-

- (a) it is the basic language of communication
- (b) it is the foundation for almost all learning which takes place in school
- (c) its mastery empowers the learner and is essential for independent learning, the world of work and most other aspects of everyday life.
- (d) The implementation of this policy is the responsibility of all teaching staff.

### **DEFINITION:**

As an English medium school, English is the basic language of communication and its mastery is a prerequisite for educational progress.

### **AIMS:**

Our aims at Ysgol yr Esgob, Caerwys in teaching English are that all children will, by the end of Key Stage 2:

- (a) Develop the necessary skills to use the English language confidently, appropriately and accurately to the best of their ability
- (b) Be able to speak clearly, fluently and coherently
- (c) Be able to listen to the spoken word attentively with understanding, pleasure and empathy
- (d) Be able to read a range of materials fluently and with understanding for enjoyment and for information
- (e) To be able to write effectively for a range of audiences and purposes using spelling, punctuation and syntax accurately and confidently
- (f) Pupils should be taught to use presentational skills – including legible handwriting
- (g) Pupils should be taught the differences between the spoken and the written forms of the language.

### **IMPLEMENTATION:**

#### **(a) TEACHING METHODS:**

The pre-dominant mode of working in English differs for each aspect of language, although all are inter-related. At the Foundation Phase it is largely delivered in an integrated/cross curricular way, with some discrete teaching in the areas of reading, spelling and handwriting. It differs at Key Stage 2 where a specific time is allocated daily on the time-table. Co-operative group work with individual support and class teaching is used where appropriate, across the age ranges.

In Foundation Phase the foundations are laid down and Key Stage 2 aims to develop them.

Oracy is developed by:

- When planning, reference will be made to the Oracy programmes of study.
- Staff will take every opportunity to engage in conversation with individual children. Our aim is to listen attentively to children so that they feel valued and so

that their communication skills are extended. All children will be encouraged to develop an awareness of audience by being given opportunities to speak to the whole school in assemblies.

- Most oracy activities will form part of cross-curricular work although some programme of study statements are to be taught in a subject specific manner. For example, stories and poems, introduced to develop children's response to literature, will be chosen for their own value as well as for their links with a particular topic. All children will participate in role-play across the curriculum in order to develop oracy skills.
- Great emphasis will be placed on developing listening skills in the Foundation Phase. Oracy will be encouraged in the context of structured play. In the Foundation Phase children will be involved in role play in the home corner. They will learn nursery rhymes and will build up a repertoire of stories and traditional tales.
- Activities within the classroom will be planned in such a way as to encourage full and active participation by all children, irrespective of ability. Children with specific speech and auditory problems will be identified and specialist help sought when appropriate.
- Some oracy activities will be planned around the use of the computer. A CD player will be used to listen to stories.
- We will ensure that children have the opportunity to respond to stories from other cultures. Activities will be planned so that both boys and girls are able to participate fully and equally.
- All strands of oracy will be used to enhance the teaching and learning within the cross-curricular themes.

### **Reading is developed within an integrated programme:**

Pupils are taught to:

- Read a range of fiction and information texts of increasing complexity
- Recognise the nature, conventions and purposes of print
- Know and understand the alphabetical system
- Be aware of the patterns of sounds and ways in which symbols correspond to those sounds
- Read an increasing number of words accurately and quickly
- Use syntactic and contextual clues to check and confirm meaning
- Develop independence in choosing and reading books for themselves
- Read new and unfamiliar material.
- Read texts of gradually increasing complexity with competence and confidence
- Use appropriate reading skills when seeking information
- Use reference skills to find specific information
- Express opinions about books
- Summarise the main points of a text and relate their summary to the full text
- In the Foundation Phase there is a very varied selection of fiction/non-fiction and taped material available within each teaching area to encourage reading for pleasure or reference, individual or group, silent or loud. Combined with these resources are a collection of structured reading schemes.

These include Oxford Reading Tree, Storyworlds, Rigby Star, P.M.. Starters, Floppys Phonics.

- Opportunities are provided each day for pupils to handle books.
- Children are given the chance to take a book from the class or school library home with them.
- At K.S.2, there is a selection of fiction available in the library, grouped by stage. There are selections of nonfiction books available based on the topic studied at the time All pupils have an opportunity to participate in daily periods of quiet reading.
- All teachers will be responsible for the planning and teaching of reading.
- Everything possible will be done to encourage the children to see themselves as readers. Children with learning difficulties in reading will be given appropriate help and support within the classroom.
- The computer will be used, when appropriate, for the development of specific reading skills.

### **Phonics**

In Foundation Phase phonics is taught during basic skills sessions. The “Floppy’s Phonics” resource is used alongside Jolly Phonics.

In KS2 children follow the Rapid Phonics programme. This is also taught during basic skills sessions. The Nesy Phonics programme is used with children who have ALN

### **Guided Reading**

The Project X resource is used alongside other resources selected by the teacher. This allows for guided reading from more able Reception children upwards. Guided reading happens with most children once a week.

### **Writing is developed through opportunities to:**

- Children will be given opportunities to write in a variety of forms and for a range of audiences, including themselves. Children will be encouraged to write independently from Nursery. They will be helped to understand why it is sometimes necessary to plan and draft writing. Children will be taught to use punctuation correctly in order to make meaning clear. Children will be given meaningful purposes for writing.
- Writing is taught in a subject specific way and then applied using the Literacy and Numeracy Framework guidelines in other areas of the curriculum.
- All teachers will be responsible for the planning and teaching of writing and spelling. Spelling Bank is used as a basis for planning in KS2.
- Work related specifically to spelling will be undertaken by the children each week.
- Work at Foundation Phase is completed in pencil and from the beginning of K.S.2, dependent upon the task, the use of blue or black roller ball pens is encouraged.
- Children’s early attempts to communicate in writing will be valued and built upon. From the earliest stages they will be encouraged to look closely at words and will be helped to develop strategies for writing when they are unable to spell whole words or part of words.
- Grammar is taught directly in English lessons. Younger children are encouraged to write in simple sentences but as soon as they are able they are taught to use

connectives to add detail. This is built upon until children are taught complex sentence patterns in KS2.

- All children will have access to suitable dictionaries. However, children will be discouraged from being dependent on the teacher for the spelling of words and will always be encouraged to 'have a go.'

### **CONTINUITY AND PROGRESSION:**

Teacher's use the Flintshire genre related planning to make sure they cover different text types alongside the Literacy and Numeracy Framework. The LNF makes year group expectations very clear. Links between reading and writing are made.

### **DIFFERENTIATION AND ASSESSMENT FOR LEARNING:**

Lessons are differentiated to meet the needs of all learners. Learning objectives are shared with the children at the beginning of every lesson. Marking reflects the learning objective. Marking symbols are part of everyday learning and children are encouraged to answer teachers marking comments with their own. Self-assessment takes place regularly, as does peer assessment.

### **HOMEWORK**

In Foundation Phase homework mainly consists of spelling and reading and research. In KS2 pupils receive weekly homework linked to their lesson topics.

### **PUPILS WITH ADDITION NEEDS:**

Pupils are identified by the use of Mapping Attainment Grids and if concerns are raised by the class teacher. Tests are carried out by the ALNCo. Individual learning plans are then devised. Children are carefully monitored via tracking system and day to day assessment. If children do not make good progress at School Action Plus, external advice is sought. Classroom assistants are deployed effectively in order to support pupils with ALN.

### **EQUAL OPPORTUNITIES:**

All pupils will have equal opportunities in English irrespective of gender, ability, cultural or ethnic background or disability.

### **CWRICWLUM CYMREIG/WELSH ELEMENT:**

Pupils at Ysgol yr Esgob will be given opportunities, where appropriate, to develop and apply their knowledge and understanding of the cultural, historic, economic, environmental and linguistic characteristics of Wales.

As part of the programme of study for reading, pupils in Key Stage 2 should be given opportunities to read works by Welsh authors and with a Welsh ethos.

### **PARENTAL INVOLVEMENT:**

Parents are encouraged to be involved in their child's language work through the class/home loan library, reading and enjoying a variety of books with their children.

Parents are also expected to take an interest in their children's homework which will be given at different times of the week and will cover a variety of subjects. Parents are asked to ensure that homework is completed properly, kept neat and tidy and submitted on time.

### **ASSESSMENT, RECORDING AND REPORTING:**

School hold pupil profiles for children at Year 2, Year 4 and Year 6. A standardisation portfolio is also kept, containing individual pieces of work that staff have levelled.

#### **Reading**

- A benchmarking kit is used to assess the reading of children in Foundation Phase.
- An annual reading test is carried out in accordance with Welsh Assembly Government guidelines.
- The Catch Up programme is used for some underachieving pupils to improve their reading.

#### **Writing**

- The assessment of Writing is ongoing with examples of writing assessed against end of Key Stage levels.
- Write is taught in units and end of unit assessments which are more extended pieces are used to assess pupils achievements. These pieces of work are the outcome of a core teaching sequence where pupils are taught skills and expected to apply them.

#### **Oracy**

- The assessment of Oracy is in two parts; assessment of talk - use of spoken language looking particularly at the appropriateness, diction and the inter-personal skills; assessment through talk - the knowledge and understanding of a subject displayed by pupils through their talk.
- Observing pupils talking together as they work provides teachers with the information of what they understand and know about the curriculum. These observations form part of a teacher's own records.

#### **Recording of Evidence:**

The electronic tracking system Incerts is used to record evidence. This notes where evidence can be found in books and when the child has achieved. This is backed up by decisions made in pupil profiles and the standardisation portfolio. Pupils are tracked against the National Curriculum outcomes. Pupils attainment against the Literacy and Numeracy Framework statements are also recorded on Incerts.

Parents meetings are held twice a year, in the Autumn and Spring terms. Progress is discussed along with any other issues. In the summer term parents receive an annual report. This includes comments linked to the National Curriculum outcomes and the Literacy and Numeracy statements. Next steps for pupils are also reported for English and Maths.

#### **MONITORING:**

The head teacher monitors English planning and also carried out lesson observations. Monitoring is also carried out by all staff together in staff meetings. Our curriculum allows for Literacy and Numeracy Framework statements to be applied in areas other than English. Coverage for this is monitored for consistency and progression between classes.

Signed..... Chair of Governors

Date.....

Signed .....Headteacher

Date.....

Reviewed when?	By whom?
March 2015	Governors and staff.