



English Policy

Committee ownership for this policy:	C&A
Must be approved by FGB:	No
Required by: 1 / 2 <ul style="list-style-type: none"> • Where 1 is indicated, the requirement is statutory • Where 2 is indicated, the requirement is recommended 	1
Frequency of review:	Every 2 years
Date last reviewed:	May 2017
Date of next review:	May 2019
Display on website:	Yes
Purpose:	The purpose of this policy is to set out the expectations of teaching and learning of english at Kew Riverside.
Consultation:	Staff and governors
Links with other policies:	<ul style="list-style-type: none"> • Whole school vision statement • Inclusion Policy • Teaching and Learning Policy • Home Learning Policy

At Kew Riverside Primary School, we believe that English is fundamental to learning and equips the children with the skills, knowledge and concepts to access all learning and progress across the curriculum.

We set high standards of work and achieve this through providing a creative curriculum, putting children at the heart of everything we do and working closely with parents and the whole community.

With this in mind, our aims are to:

- Provide children with the opportunity to read, write and speak with confidence, fluency and understanding.
- Give children an environment which is safe and secure and which provides encouragement for the development of all aspects of literacy.
- Ensure that there is equality of access and opportunity for all children to develop their literacy skills.

Statutory Requirements:

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2014).

Spoken Language

Pupils are taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well structured descriptions, explanations and narratives for different purposes
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- speak audibly and fluently with an increasing command of standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener by using appropriate intonation and expression

Drama

Drama is an integral part of English lessons. Our aims are that children use language in imaginative ways and express ideas and feelings through role play and drama activities. This will take place at least once per writing unit. These include:

- Working in role (individually and with others)
- Presenting drama and story to others

- Developing skills in responding to performances
- Improvisation
- Hot-seating- the children become characters and are questioned
- Freeze- framing- the children create a still of a scene
- Drama may also be used in shared and guided sessions to extend pupils' comprehension of text.

Reading

Throughout Kew Riverside the aim is to promote an enjoyment for reading both in school and beyond.

- At the Early Years Foundation Stage pupils become immersed in an environment rich in print and opportunities for communication.
- Key Stage One pupils begin to read fiction and non-fiction independently and with enthusiasm.
- Synthetic phonics is taught daily in EYFS and KS1.
- Key Stage Two pupils read a range of texts and develop their comprehension skills through a variety of strategies including guided, shared and independent reading.
- A rich range of resources is readily accessible in order to support children's reading readiness at every development level.
- Communication regarding home reading takes place through a reading record.
- All pupils visit the local library once every half-term and are supported to choose reading material which will challenge and engage.
- Each class has a well-stocked book area for children to enjoy.
- The school regularly engages in national events, such as World Book Day.
- Volunteers from the community (parents, governors and local voluntary organisations) are invited to read with children.

Reading and Guided Reading

- Guided Reading takes place daily and is valued as a time for promoting a love of reading.
- Texts are chosen to reflect a range of authors, genres, poetry, fiction, non-fiction and to match different pupil abilities.
- A rich range of resources is readily accessible in order to support children's reading readiness at every development level.
- Communication regarding home reading takes place through a reading record.
- All pupils visit the school library and are supported to choose reading material which will challenge and engage.
- Each class has a well-stocked book area for children to enjoy.
- The school regularly engages in national events, such as World Book Day.
- Volunteers from the community (parents, governors) are invited to read with children.

Writing

The teaching of writing encompasses the following:

Composition

- Children are taught to develop the skills of planning their writing by identifying the purpose and the audience selecting the appropriate form.
- They are taught to note initial ideas and develop characters and settings.
- Pupils learn to draft and write in a range of genres
- Pupils evaluate and edit their own work and the work of others' in order to progress towards a final piece.

Spelling, Punctuation and Grammar

A whole-school structured spelling scheme is taught which includes a range of spelling rules and common exception words. Pupils learn to recognise and use the terminology of punctuation and grammar and to apply this knowledge in their own writing. **Do we need a breakdown of what each year group covers in GPS? YES**

Handwriting

The Nelson scheme, a style that is legible, fluent and fast, is practised throughout Kew Riverside. Where possible, *NT PreCursive fk* font is used to model the form and style of writing expected from the children. Early Years pupils experience a wide range of opportunities to develop emergent writing skills which progress naturally through the developmental stage to independent writing level.

Phonics and Spelling

- The 'Letters and Sounds' programme is taught daily in EYFS and Year 1 and Year 2
- Intervention groups are put into place for any pupil who does not reach age related expectations from Year 1 onwards.
- In Year 1, statutory phonic assessments take place in the summer term
- Those children who have not achieved expected standard repeat this in Year 2
- In Key Stage 2, the spelling scheme 'No Nonsense Spelling' has been purchased and will be implemented in Autumn 2016.

Pupils are taught to implement phonics alongside a range of other valuable reading and spelling strategies. They learn to recognise, blend and segment each phoneme progressively through phonic phases 1 to 6 and beyond. Strong emphasis is placed on the reading and spelling of non-decodable words that do not match regular phonic patterns.

Computing

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate such as recording stories on film, drama, use of laptops for research or typing stories. The use of Computing is an integral part of English teaching and learning. Teachers use this in various ways to support the teaching and motivate the children's learning.

Inclusion and Equal Opportunities

The Headteacher and Inclusion manager analyse data regularly in order to identify pupils that will benefit through participation in focussed literacy support groups. Please refer to the relevant policies for specific provision.

A range of texts from a variety of cultural, ethnic and religious back grounds are stocked in the school's libraries and in classrooms. These are regularly reviewed and audited for effectiveness and relevance.

Social, Moral, Spiritual and Cultural Development

It is our school's ethos to ensure that every child feels safe to learn in an environment that allows them to thrive. Diversity is celebrated and is as much an integral part of literacy learning as it is in the other curriculum areas.

Able Learners

More able pupils are given opportunities to extend their skills and abilities through strategic intervention and a range of challenges.

Teaching Assistants and Learning Support Assistants

This role is invaluable and supports pupils to learn through 1-1, small group and whole class activities. Teachers and TAs meet and liaise on a regular basis regarding planning and evaluation.

Roles and Responsibilities

The role of the English Team, with support from the Head Teacher and Senior Leadership Team, is to:

- Keep abreast of developments in English and its relevance across key stages.
- Ensure that the teaching staff are aware of current issues in English through in service training.
- Monitor the delivery of a broad and balanced English programme using the National Curriculum.
- Monitor teaching and learning throughout the school and to report back to staff and governors.
- Analyse assessment data to monitor progress and future planning.
- Review, audit and order resources.

Monitoring and Evaluation of Provision

English across the school is monitored by regular book scrutiny, gathering samples of children's work to show progression through the key stages.

Assessment

The school uses Pupil Asset to make formative judgements for each child in reading, writing, spelling and grammar. At the end of each term, a summative judgement is made in line with the school's assessment policy.

Progression and next steps, based on assessments, are shared at parent consultations and in annual written reports. In addition, we encourage and teach the children to self and peer assess, to become aware of their strengths and individual next steps.

For further information, please refer to the Kew Riverside Assessment Policy.

Home Learning

English home learning will provide opportunities for the children to practice and consolidate their reading and spelling skills and knowledge, to develop and extend their techniques and strategies.

For further information, please refer to the Kew Riverside Home Learning Policy.