



## COLLINGBOURNE C OF E PRIMARY SCHOOL

### Curriculum

### English Policy

*We want our school to be the place that everyone wants to come to. A school that is kind and caring. Our school will help us be the best people we can be.... and it's brilliant fun too!*

### AIMS AND OBJECTIVES

#### **As a school we aim:**

- To provide a rich and stimulating language environment, where speaking and listening, reading and writing are integrated
- To provide an environment where pupils are encouraged to construct and convey meaning, both in speech and writing, of factual, imaginary and personal experiences
- To provide opportunities for pupils to become confident, competent and expressive users of the language with a developing knowledge of how it works
- To provide opportunities for pupils to be reflective users of language, able to analyse and evaluate its main features
- To foster an enthusiasm for a love of books and reading.
- To encourage pupils to have fluent and legible handwriting
- To provide opportunities for pupils to communicate ideas through the use of ICT
- To provide opportunities for role play and drama

#### **We hope that pupils will:**

- Be able to participate in a conversation, listening to others, responding appropriately and taking turns to speak
- Develop the confidence and ability to speak appropriately and perform in front of varying sizes of audience
- Be able to sustain concentration in a range of listening situations
- Know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot
- Know, understand and be able to write in a range of non fiction genres and structure text in a style suited to its purpose
- Use grammar and punctuation accurately
- Have an interest in words and their meanings and a growing vocabulary
- Plan, draft, revise and edit their own writing
- Understand the phonic system and spelling conventions and use them to read and spell accurately
- Be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes
- Have a suitable technical vocabulary through which to understand and discuss their reading and writing
- Express opinions, articulate feelings and formulate responses to a range of texts
- Be interested in books, read for enjoyment and evaluate and justify their preferences

## **TIME ALLOCATION**

The time allocated for English is in line with the recommendations for key stage one and two. All children receive the basic entitlement of a daily literacy lesson, lasting approximately one hour.

At Foundation stage an activity linked to the communications and language in literacy strand is included on a daily basis.

In addition, it is recognised that all other subject areas will contribute to children's learning in speaking and listening, reading and writing.

## **LITERACY TEACHING IN THE FOUNDATION STAGE**

The Reception children will experience Communication, Language and Literacy as part of the six areas of development as laid out in the Early Years Foundation Stage Document. Through careful planning, teachers will ensure that foundation stage pupil needs are provided for through activities linked to Key Stage 1 provision and objectives.

Speaking and listening skills are vitally important as they underpin all learning at this early stage. The Communication, Language and Literacy programme of the Foundation Stage children builds on the language skills that children bring from home. Development of these skills is encouraged through activities such as listening to stories and poems, joining in with rhymes and songs, participating in drama and imaginative play, responding to simple instructions, talking to accompany play etc. Knowledge about books is developed through activities such as retelling a story in their own words, reading a big book with the teacher, re-reading favourite stories and listening to audio stories etc.

When a child is ready to begin more formal reading activities s/he will embark upon the school's reading system of coloured banded books. Emergent writing is encouraged through role play and children are encouraged to write in role. The local environment provides purposes for writing e.g. shopping lists, signs, instructions, recounts etc. When children become more aware of phonics and letter formation they are encouraged to attempt a more focused form of writing using the initial, end and medial sounds in words.

## **SPEAKING AND LISTENING**

Pupils are given opportunities to speak in pairs, small groups, to the large group at assemblies and are encouraged to speak in front of their peers. They share their news, feedback information from reading and research, and give opinions in circle time and across the curriculum.

Through the same range of activities, children are encouraged to listen to others, respect turn taking within conversations and ask appropriate questions. The children love playing 'What's in the box?' which is a game involving guessing, through questioning, the object inside the box (brought in from home). It is wonderful to see how the children develop their questioning and understanding skills. Role play and drama activities may be used in literacy to encourage imagination and plot development. Pupils will be encouraged to use a range of dramatic forms to express feelings and ideas both verbally and non-verbally. Pupils will be encouraged to appreciate drama, both as participants and observers.

Pupils will be involved in larger presentations and performances at Christmas and throughout the year. For example whole school Shakespeare plays.

## **READING**

- Pupils at Foundation/ Key Stage 1 are introduced to phonics through the Jolly Phonics, Letters and Sounds and Phonics Play schemes. Where necessary, this is continued into Key Stage 2.
- Pupils are encouraged to recognise key words and word patterns through a system of word trees.
- In all key stages, children have the opportunity to read with an adult at least once per week. This may be 1:1 or in a small group. This is more frequent for children who read less often at home, or who may need additional support to reach national expectations for their age.
- Adults in school read aloud to children to model appropriate use of story language and reading with expression.
- A reading scheme runs throughout the school and all books are colour coded.
- In EYFS and KS1, children take home a reading book daily to be shared with parents.
- Each child keeps a 'Reading Record' in which parents and teachers share information about a child's reading. Parents are encouraged to read or share a book with children as often as possible, as we want children to develop a lifelong love of reading.
- Pupils participate in guided group reading and whole class comprehension (VIPERS) sessions.
- During class and guided group reading children read a variety of fiction and non-fiction text. In KS2, First News is used for reading based comprehension activities centered around the latest stories in the news.
- Pupils are encouraged to read for meaning in small guided groups and whole class groups.
- Pupils are encouraged to make free choices of books based on their own interests from the library to supplement their instructional independent reading.
- Reading skills are further developed across the curriculum.
- Children have the opportunity to participate in lots of exciting and rewarding activities linked to reading, including:
  - World Book Day celebrations – dressing up, activities linked to favourite stories.
  - Scholastic book fair.

## **WRITING**

- Provide pupils with a range of writing tasks. Pupils use their writing skills to communicate across the curriculum writing and begin to write at length. In Key Stage 1, children will write for a range of purposes, including (but not limited to):
  - Stories
  - Diaries
  - Newspaper reports
  - Instructions – recipes, 'how to' guides
  - Explanation texts
  - Poems
  - Letters & postcards
  - Labels, lists and captions
  - Recounts
  - Non chronological reports

- Children in Key Stage 1 focus on Spelling, Punctuation and Grammar objectives from the National Curriculum and learn how to use these taught rules in their own writing. Writing skills are developed across the curriculum and children are given lots of opportunities for cross curricular writing. This may be linked to Topic (for example, Kings & Queens, the Great Fire of London, Lighthouses) or other curriculum areas such as R.E or Science.
- During Key Stage 2, children can expect to tackle a range of writing tasks, including (but not limited to):
- Stories (including a variety of genres such as myths & legends, adventure, mystery & suspense)
- Letters
- Play scripts
- Biographies
- Recounts
- Instructions
- Glossaries
- Explanations
- Debates
- Haikus
- Poems
- Children will also learn to write in a range of styles, including;
- Writing persuasively
- Writing in a journalistic style
- Writing formally/informally
- Writing arguments
  
- In Key Stage 2, children continue to have a range of opportunities for cross curricular writing. English skills are developed across the curriculum so children can apply what they know in a variety of contexts.
- Provide students with real audiences and creative writing outlets where possible.
- Support writing with frames or scaffolds where appropriate.
- Teachers model writing of all genres through shared writing activities
- Staff will model high standards of presentation. All work to be presented with WALT and date.
- Promote punctuation, spelling and grammar through all writing tasks.
- Pupils practice writing through independent writing tasks
- Pupils are given opportunities to plan, draft, revise and edit their own writing

## **SPELLING**

- Spelling skills are introduced through direct teaching, investigations, studies of spelling patterns and conventions.
- Short discrete spelling sessions are taught at least twice a week.
- Children have spelling lists to practice at home and in school.

Foundation/Key Stage 1 pupils are introduced to phonics through the Jolly Phonics and Letters and Sounds programmes and work through a progressive set of key HFW.

## **ALL PUPILS ARE ENCOURAGED TO:**

- Develop dictionary skills to support their spelling. In Year 2 upwards children create their own dictionaries to use.
- Attempt words for themselves using a range of strategies
- Write an increasingly wide range of words from memory. Focus is on those words identified in Letters and Sounds (KS1) and Spelling Bank (KS2)
- Use a variety of resources to help with spelling e.g. dictionaries, word banks, classroom environment, computer spell-check etc.

The spelling of necessary technical vocabulary is introduced throughout the curriculum.

Marking supports self correction and learning of correct spelling.

### **GRAMMAR AND PUNCTUATION**

Children are taught Spelling, Punctuation and Grammar objectives from the National Curriculum.

### **HANDWRITING AND PRESENTATION**

Pupils are taught and encouraged to form lower and upper case letters correctly from their first days in school and as they develop, to write in a joined style. They are taught to use a comfortable and correct pencil/pen grip .We do have a separate Handwriting Policy which includes scripts, teaching sequences and the children’s own expectations about their handwriting.

Pupils are also given opportunities to present their work on word processors.

Good presentation of written pieces is expected across the curriculum.

Children work hard to gain and maintain their pen license, which is presented once a correctly joined style has been developed.

### **TEACHING AND LEARNING**

Teachers plan for different groups, whole class, small group, paired and individual. The teacher works towards the child’s independent learning employing a range of teaching strategies, including:

- Instructing/directing
- Modeling/demonstrating/scribing
- Explaining
- Questioning
- Discussing
- Role play and use of props
- Consolidating
- Evaluating

### **PLANNING**

Teachers use the school’s genre guidance to inform their medium term literacy plans. They then plan weekly/daily lessons using the school planning templates.

Clear objectives are set for the lesson and shared with the pupils. Teachers differentiate according to the needs of the children and set targets for pupils to work to on a regular basis.

ICT is used where it enhances, extends and complements literacy teaching and learning.

Additional adults are used to support the teaching of Literacy. They work under the guidance of the teacher with small groups of children or individuals.

### **WORKING WALLS**

Each classroom will have a Literacy Working Wall. This will be used by both the Teacher and children to record useful elements of the unit of work being completed. The Working Wall will display a mixture of support materials, ongoing work, and examples of good work to enable children to see a good model of the end product that they will be producing.

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

- Marking is in line with the school's policy
- Assessments are made in line with school assessment policy
- Children are assessed during their reception year using the Foundation Stage Profile and are formally assessed at the end of each Key Stage
- Tests are used in years 1,2 3, 4, and 5 to monitor ongoing progress
- Teachers use assessment to ensure planning is based on prior attainment and that pupils know what they are to do to achieve the next step
- Parents are invited to meetings twice a year and are sent an annual end of year report
- Analysis of assessment data is used to set curricular school targets
- The class teacher will keep individual records in the form of Classroom Monitor assessment, enabling the teacher to deliver an effective, relevant curriculum which builds on prior attainment and meets the needs of pupils

### **EQUAL OPPORTUNITIES**

**It will be ensured that equal opportunities in English are addressed as follows:**

- Pupils with special needs have equal access to the English curriculum through the use of differentiated learning strategies and tasks. These are based on individual needs
- Specific teaching strategies are used to maximize access to the curriculum for pupils learning EAL
- Respect for cultural and linguistic diversity is promoted through the use of resources on multi-cultural themes
- An awareness of other dialects and standard English encouraged through a range of texts.
- Gender equality is promoted by ensuring that both boys and girls have access to all aspects of the English curriculum
- Opportunities to address issues of gender, race etc. are provided through discussion, texts and resources

## **PARENTAL/COMMUNITY INVOLVEMENT**

**We value parent involvement in children’s development of literacy and promote a home school partnership in the following ways:**

- Sharing information – newsletters, DOJO, reading records
- Homework – in line with our homework policy and home/school agreement
- We ask parents to encourage and monitor home reading and discuss books and preferences with their children
- Parents and DBS checked community volunteers are welcomed into the school to support children in literacy

## **PROFESSIONAL DEVELOPMENT**

Training needs are identified as a result of whole school monitoring and evaluation, performance management and needs of children. These will be reflected in the School Development Plan which includes the Literacy Action Plan.

The Literacy coordinator will arrange for relevant advice and information, such as feedback from courses and newsletters, to be disseminated. Where necessary the literacy coordinator organises or leads school based training.

## **MONITORING AND EVALUATION**

Literacy is monitored by the subject leader. Having identified priorities, the literacy coordinator constructs an action plan which forms part of the School Development Plan. This will form the basis for monitoring and will identify how this is to be implemented.

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<b>Written and Adopted:</b>	<b>March 2007</b>
<b>Last Review:</b>	<b>January 2019</b>
<b>Next Review:</b>	<b>January 2021</b>