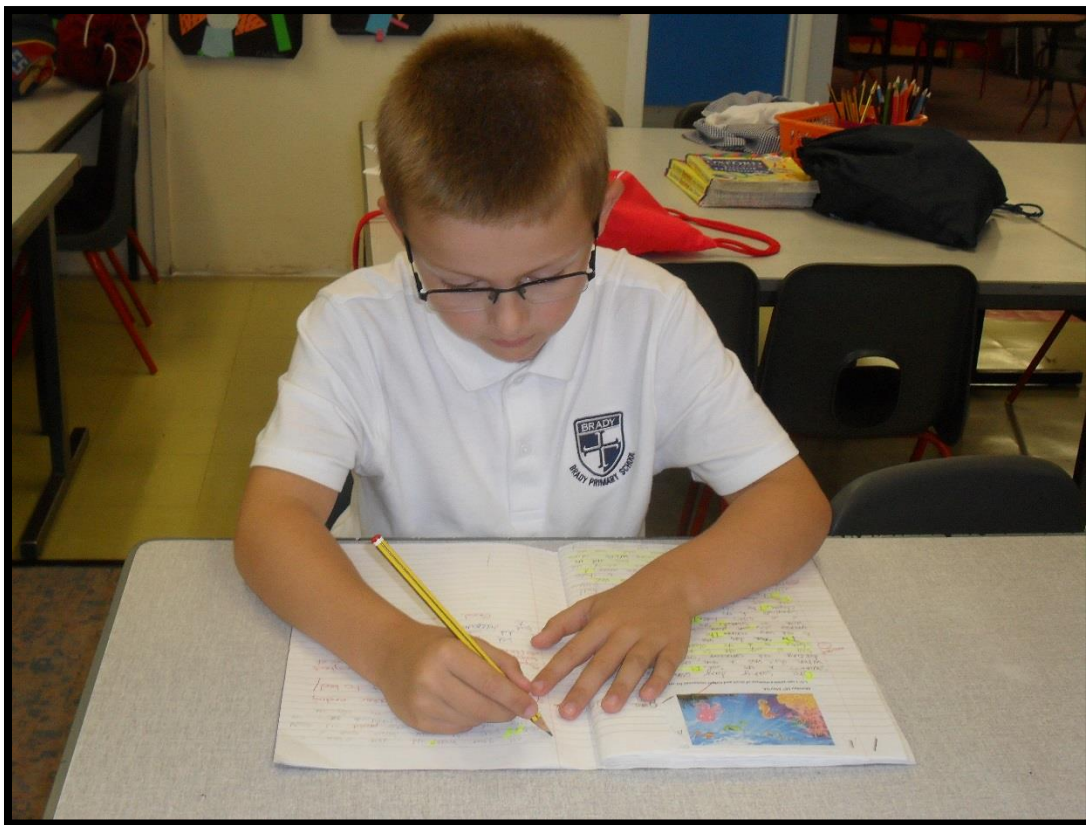




Brady Primary School

English Policy



'All children can learn considerably more'



Aims of Brady Primary School

“All children can learn considerably more”

At Brady Primary School we aim to provide a safe, caring and stimulating environment, which offers opportunities:-

- For everyone within the school to reach their full potential and develop self-worth, self-confidence, the ability to take responsibility for their own individual actions, and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support children’s learning.
- To give children access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment, teaching and learning.

Equal opportunities and Inclusion

At Brady Primary school we believe that every child is entitled to equal access to the curriculum, regardless of race, gender, class or disability.

We are committed to promoting learning and teaching environments, for all that embed the values of inclusive educational practices.

Through a child-centered approach, we aim to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

Rationale

At Brady Primary School, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children to develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language as well as the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.



Aims

- To encourage children to be effective, competent communicators and good listeners.
- To be able to express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary.
- To develop a growing vocabulary in both spoken and written form.
- To develop confident, independent readers so that reading is a pleasurable and meaningful activity.
- To develop different strategies for approaching reading.
- To expose children to our rich and varied literary heritage.
- To help children enjoy writing and recognise its value in all areas of the curriculum.
- To develop writing in different styles which show an awareness of the audience.
- To increase the children's ability to use planning, drafting and editing to improve their work.
- To use grammar and punctuation accurately.
- To understand spelling conventions and apply them in their writing.
- To produce effective, well-presented written work.

Objectives

- By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding in a range of situations.
- We want every child to take pleasure in reading across a range of genres and be motivated to read for a variety of purposes.

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. At Brady we ensure the continual development of pupils' confidence and competence in spoken language and listening skills. We encourage children to develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They are assisted in making their thinking clear to themselves as well as to others, and we ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils are also taught to understand and use the conventions for discussion and debate.

All pupils participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils are encouraged to adopt, create and sustain a range of roles, responding appropriately to others in role. They have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.



Reading

The programs of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

At Brady we focus on developing pupils' competence in both dimensions.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading to beginners (i.e unskilled readers) when they start school. (See Brady Phonics policy 2016)

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. At Brady all pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. At Brady reading is developed through shared reading, guided reading, independent reading, partnered reading with reading at home encouraged with a reward system to further motivate children to read regularly. A home school reading record book is sent home where parents can respond to their child's reading.

Every classroom should have a book area for children to select books and teachers need to ensure the children have the opportunity to visit the school library every week. Parents at Brady are encouraged to use the local library as well as the school library which is open before and after school so that children can access a variety of books .

Writing

The programs of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

At Brady we develop pupils' competence in these 2 dimensions. In addition, pupils are taught how to plan, revise and evaluate their writing. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and



understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Lessons at Brady are planned to develop these aspects with the use of some schemes as well as cross curricula writing so that children experience writing different styles –reports, narratives, poetry, information passages, instructions, recounts and play scripts. ICT is incorporated into lessons to enhance the learning as well as developing independent learning. At Brady pupils have access to a wide range of writing opportunities which include :shared writing, guided writing, extended writing, collaborative and independent writing.

Spelling, vocabulary, grammar and punctuation.

Opportunities for teachers to enhance pupils’ vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers at Brady show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They teach pupils how to work out and clarify the meanings of unknown words and words with more than 1 meaning. Standard English is reinforced in oral and written work. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching. Once children are familiar with a grammatical concept, they are encouraged to apply and explore this in speech and writing. Class teachers follow the statutory guidelines for English which specifies which aspects of spelling, grammar and punctuation should be taught for each year group.

Handwriting

It is paramount that children are taught the correct letter formation from the beginning of their time at school. Children should be taught to sit correctly in order to have the correct posture for writing, hold a pencil with the correct grip and develop a fluent, legible style. Children at Brady are taught in a mixture of whole class, small group and individually. It is expected that all staff follow the handwriting policy document and model this at all times. Children are encouraged to join letters correctly from Year2 .By the end of key stage 2, all children should be displaying an efficient, quick, neat and legible handwriting style that is effective in recording their ideas.

Planning and Teaching

The National curriculum forms the basis of teaching and learning. All children at Brady receive at least the minimum entitlement of a daily English lesson. Teachers complete long-term, medium-term and short-term plans for English. Long term plans identify the key objectives in English that we teach to each year group. Our medium-term plans give details of the main teaching objectives for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. Weekly (short-term) plans show the specific learning objectives for each lesson and gives details of how the lessons are to be taught. These objectives are shared with the pupils. It also specifies differentiated tasks, vocabulary, resources and use of staff. These plans are evaluated and used for assessing progress.



A variety of teaching and learning styles are used. Marking follows the school marking policy which provides pupils with clear feedback and next steps. Lessons are planned to allow children time to complete corrections and improvements (DIRT).

Resources

Each year group has a variety of teacher's resource books from different schemes.

Wordsmith scheme of work for all year groups with relevant texts and online resources.

RWInc resources –books and sound sets

Reading band books from different schemes in KS1

Dictionaries and thesauruses

Class libraries for fiction and non-fiction books.

Guided reading packs for KS1 and KS2

Handwriting guides-Penpals

Assessment papers for reading Scholastic, PIRA and Wordsmith

SATS papers for assessment

Staff development

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online. Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. The English co-ordinator will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

Assessment, Recording and Reporting

At Brady teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they have to do to achieve the next steps. Group or individual targets are set accordingly. Marking is in line with the school marking policy. Analysis of assessment data is used to set targets. Each class teacher completes a CAP profile termly to track pupil's progress and inform planning.



Targets are on display in pupil’s books and highlighted when achieved. Pupils are informed of these and supported to make progress towards achieving them. Pupils are also encouraged to review their progress through self, peer and teacher assessment. A writing assessment book is completed each term with 1 piece of unaided writing. This is then passed up to the next year group. Assessments are completed in reading and writing termly and progress tracked on the SPTO online. This is then used for highlighting those children who are on track to reach national expectations as well as below and at greater depth. Class teachers regularly complete objectives to ensure these are all met by the end of the academic year. This is also available for the next class teacher who can see which areas and children did not achieve all of the objectives. Parents are informed of their child’s progress at termly meetings and a report showing results in reading and writing is completed at the end of the year. Individual concerns are discussed at meetings which parents can arrange with the class teacher. There is also weekly information on the website and information areas for parents.

Homework

Each class teacher sets weekly homework which includes some form of writing, reading and spelling. This is marked and returned the following week. Reading is encouraged to be completed daily and a reward system is used for each child.

Inclusion

At Brady we recognise that there are differing abilities in each class and so provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. In addition, where identified pupils are considered to require targeted support to enable them to work towards age related objectives, intervention programs will be implemented. Teachers, teaching assistants and learning support assistants will plan and monitor progress of these pupils. The needs of children with English as an additional language will be met through differentiated planning as well as through advice provided by support agencies.

Gifted and talented children will have challenge work set in class and will follow planning highlighted in our school policy for the more able

Review

This policy will be reviewed the Literacy Lead. Any alterations that come from this review will be discussed with the Headteacher and ratified by the teaching staff and appropriate governing body sub-committee.

Chair of Governors Date

Headteacher Date