English Policy

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.
PENWORTHAM ENGLISH POLICY

Mission Statement
“For everyone, everywhere, literacy is, along with education in general, a basic human right... Literacy is the road to human progress and the means through which every man, woman and child can realise his or her full potential.” Kofi Annan

Rationale:
By the age of 11, we aim to ensure that all children:
• read easily, fluently and with good understanding;
• develop the habit of reading widely and often for both pleasure and information;
• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
• appreciate the rich and varied literary traditions from other cultures;
• write clearly, accurately and coherently, adapting their language and style in and for a range of context, purposes and audiences;
• use discussion in order to clarify meaning, ask a wide range of questions and explain clearly their understanding and ideas;
• are competent in the art of speaking and listening: performing poetry, making formal presentations, sharing opinions concisely and participating in debate.

Speaking, Listening and Drama
We help children to develop confidence and articulacy in their speaking, listening and drama by:
• providing opportunities for children to practise and perform poetry, both individually and collaboratively;
• ensuring questions are open and challenging to promote discussion and debate;
• encouraging children to lead discussions by responding and challenging each other;
• using role play to allow children to explore themes and develop confidence in performing.

Phonics and Reading
To ensure that all children reach their potential in reading, we will:
• teach children in Early Years and KS1 decoding and blending skills through high quality daily phonics teaching, using Sounds-Write programme;
• use daily assessment to check sounds have been embedded when writing;
• run phonics workshops annually for parents and staff
• allow opportunities for children to consolidate the sounds learnt and practise fluency by providing children in EYS and KS1 a Sounds Write book to take home;
• assess, track and monitor children’s progress in phonics half-termly;
• provide ‘catch up’ interventions for children in KS2, who require additional phonics teaching;
• expose children to a rich variety of high quality texts, some beyond their reading age;
• encourage children to read beyond school, by ensuring they take home reading books suitable for their age and keep a record of this in their Reading Records;
• develop children’s comprehension skills through Reciprocal Teaching, focusing on summarising, clarifying, questioning and predicting;
• ensure that vulnerable children receive regular opportunities to read with an adult in school;
• promote a reading culture within the school community, through pupil and staff book clubs, visits to Tooting Library, termly Book Fairs and encouraging parent readers;
• provide all children with an individual login, enabling them to access their personalised online Bug Club account. This engages and motivates pupils to read beyond school and develop their comprehension skills.
• celebrate books, authors and illustrators through book share assemblies, displays and whole school events such as Book Week and National Poetry Day;
• provide children with a reading journal in order to engage with texts in different ways.
• Create engaging, themed book areas in all classrooms, which encourage role-play, engagement and interaction with books

Spelling, Grammar and Handwriting

To ensure that children reach their full potential in spelling, grammar and handwriting, we will:
• create language rich environments to support children in their learning. We do this by ensuring our working walls are interactive and display key language relevant to the task; ensuring thesauruses and dictionaries are accessible for all children; and supporting children with their language development by providing key word banks and phonics mats.
• where possible, embed spelling, grammar and handwriting in all teaching across the curriculum;
• encourage children to apply newly learnt skills in a variety of ways (through starters/feedback/editing);
• provide children with excellent models of writing, through class texts and modelled, shared and guided writing;
• link handwriting, spelling and phonics teaching to allow children numerous opportunities to develop these skills (Early Years and KS1);
• allow children to explore spelling patterns creatively in their spelling journals by modelling a variety of strategies in 3x weekly spelling sessions(KS2);
• provide weekly spelling homework which will reinforce class teaching;
• challenge children and raise the profile of spelling by hosting the Wandsworth Spelling Bee;
• provide children with daily opportunities to practise and develop their fine motor skills (in Early years);
• develop children’s ability to write in a legible, cursive style at an appropriate pace through regular practise and promoting pride in presentation;
• award all children with a pen licence in the Spring term of Year 3 so that all children write in pen in KS2.
• provide all children with daily opportunities to publish their work in a variety of ways to ensure they are comfortable when writing (e.g. pencil grips, left hand grip pens, rub-out pens)
• celebrate effort and achievement in presentation by rewarding with certificates.

Writing

To ensure that all children reach their full potential in writing, we will:
• ensure that writing has a clear purpose and audience, and where possible, has cross curricular links (Rights Respecting);
• use high quality texts to plan a stimulating and challenging sequence of work, matched to the needs of the pupils;
• contextualise grammar teaching to make it meaningful to the children;
• actively teach children specific skills to edit and re-draft their work;
• provide children with opportunities to publish their work in a variety of ways to ensure they feel their work is valued and celebrated;
• give children guidance and support to improve their work through peer and self-assessment, written and verbal feedback.
• provide opportunities for able writers from across the school to work together on a range of directed and independently designed task aimed at stretching them to the best of their abilities (e.g. organising school Book Week);
• provide children (identified through assessment as being in need of further support) with a range of small group and 1-1 targeted support to overcome barriers to progress.
Assessment

- Formative assessment will be undertaken in line with the school’s feedback policy.
- Children will be assessed in line with age related expectations (see assessment policy).
- Ongoing assessment and discussions with children are used to inform target setting;
- Termly moderation of writing across year groups and the whole school.
- Teachers receive 1:1 support from our school moderators twice a year.

Homework

- EYFS: Daily reading, challenge books (family tasks based on current topics)
- KS1: Daily reading, weekly spelling practice (starts in spring term for Year 1)
- KS2: Daily reading, weekly spelling practice
- Homework tasks are not always written tasks: sometimes they may take the form of researching a word linked to topic, retelling a story to someone at home.

Role of the Subject Leaders

The Subject Leaders will:
- monitor the planning, teaching and assessment of English;
- provide training and support staff to ensure high quality English teaching throughout the school;
- rigorously analyse data and identify children who need extra support;
- provide training and support for staff without whole class responsibilities and HLTA;
- lead parent workshops;
- gather feedback from pupils and act on it appropriately;
- work with external agencies, the local authority and other schools to share good practice and develop consistency.

Related Policies - EYFS policy, Feedback policy, Assessment policy, Phonics policy, Monitoring policy and Teaching & Learning policy

November 2018

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