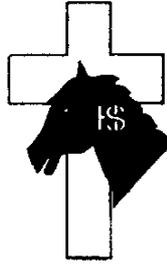


HORSINGTON CHURCH SCHOOL



ENGLISH POLICY

RATIONALE

Literacy skills are central to the curriculum. We believe that success in this Curriculum area is vital in developing children's self-confidence, enabling a child to become an independent learner and an effective communicator both within school and in the wider world.

AIMS

We enable our children to:

WRITING

- Communicate effectively, using a range of forms, appropriate to a variety of purposes and audiences;
- Become confident and enthusiastic writers at each stage of their development;
- Understand how the writing process can be used to shape meaning and organise ideas;
- Acquire, employ and develop the necessary technical skills for fluency and accuracy.

READING

- Become confident and enthusiastic readers at each stage of their development;
- Become effective, independent readers through the structure teaching of reading skills;
- Use a range of strategies;
- Develop these strategies in order to extract relevant information appropriate to their needs and purposes;
- Develop their personal and critical responses to a range of texts.

SPEAKING AND LISTENING

- Participate in a range of speaking and listening activities, expressing themselves with confidence and clarity in a variety of situations;
- Be effective listeners able to make appropriate responses;
- Understand the conventions of spoken standard English;
- Explore and enjoy using language through a range of opportunities including drama.

HANDWRITING

- Develop a legible and cursive handwriting style;
- Become more proficient at writing with increased speed and fluency as they reach the later stage of primary education;
- Develop a pleasing and mature personal style.

OBJECTIVES

1. WRITING

- To write for a range of purposes;
- To write in a range of forms;
- To write for a range of audiences.
- To see themselves as writers from an early age, having the confidence to make marks on paper;
- To be recognised as writers by their teachers, peers and families;
- To develop an appreciation of a wider range of writing including their own and that of others;
- To understand the reasons for the different stages in the writing process;
- To be able to shape meaning, through exploring and experimenting with words and symbols;
- To develop knowledge of spelling rules, reference and phonological word checking skills;
- To learn, and correctly use, the appropriate punctuation conventions in their writing;
- To develop an understanding of how language works;
- To develop a clear and fluent style of handwriting
- To develop a sense of pride in their presentation: in a variety of formats appropriate to purpose and audience.

2. READING

- To read for a range of purposes;
- To read an appropriate range of style and form;
- To foster pupils' knowledge about books and conventions of reading;
- To develop visual awareness of pictures and awareness of print and font;
- To develop listening skills and phonic awareness;
- To increase semantic awareness of language;
- To develop the ability to make sense of texts, through learning word families and patterns, the acquisition of sight vocabulary, and the use of phonic, contextual and graphic clues;
- To develop knowledge and experience a range of information texts and understand their forms, purposes, language and intended audience;
- To develop research skills so that they can use a range of skills and strategies to locate and extract information from a wide range of sources;
- To develop pupils' responses to texts so that they can interpret, evaluate and respond (critically and personally) to texts in the context of their own research;
- To experience reading aloud so that children can read texts in a variety of ways and with increasing sophistication;
- To develop an understanding and awareness of a wide range of texts demonstrating

- an understanding of the characteristics of different genres;
- To develop the ability to make informed and sensitive personal responses to texts.

3. **SPEAKING AND LISTENING**

- To offer opportunities to talk for a range of purposes;
- To offer opportunities to present to different audiences, including friends, the class, the teacher and other adults;
- To adopt differing roles developing their understanding of how purpose may affect presentation;
- To increase their ability to describe events and convey their opinions clearly;
- To be able to participate in discussions, sustaining a line of reasoning, whilst respecting the views of others;
- To develop their skills in building, defending and modifying a reasoned argument;
- To comment constructively on drama they have watched or they have taken part in;
- To show that they are listening through positive body language and appropriate gestures;
- To be a sensitive listener through asking questions, exploring the ideas of others and participating positively in group discussions;
- To value the ideas of others by responding constructively through comments, questions and suggestions;
- To understand when to talk and when to listen;
- To demonstrate understanding through recollection and reflection;
- To develop knowledge of language rituals;
- To develop knowledge of styles;
- To develop knowledge of register;
- To adopt and vary vocabulary while exploring and communicating ideas;
- To develop and extend vocabulary;
- To appreciate the sound quality and rhythm of words;
- To enjoy word games, jokes and riddles;
- To appreciate the diversity of accents and dialect;
- To recognise the evolutionary nature of language;
- To create and sustain roles, emotions, and characters.

4. **HANDWRITING**

- To be taught a cursive style of handwriting which follows the conventions of English in terms of:
 - direction of writing (left to right, top to bottom);
 - entry and exit points;
 - regularity of size and shape of letters and words;
 - regularity of spacing of letters and words;
 - correct and appropriate ways of joining letters;
- To raise awareness in children of the role of good posture, correct pencil grip, the position of paper, use of space and light in the development of a legible hand;
- To improve children's understanding of handwriting as a movement skill;
- To use print for labels;

- To use a clear, neat, joined hand for finished work;
- To explore the effects of different fonts/styles on a piece of writing;
- To have the opportunity to produce handwriting for a wider audience (e.g. displays, newsletters etc.);
- To explore personal preferences for specific letters/orientations/incidentals, whilst retaining a joined and correctly proportioned script;
- To recognise areas of individual proficiency and targets for individual improvement.

PRINCIPLES OF TEACHING AND LEARNING

APPROACHES TO:

1. SPEAKING AND LISTENING:

The Four Strands of Speaking and Listening; Speaking, Listening, Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. The ideas of Pie Corbet's storytelling are used in all classes to this end. Children are encouraged to develop effective communication skills in readiness for later life.

2. READING

The provision of reading is through real and scheme books. Children experience shared, guided and independent reading. Synthetic phonics is taught in all classes; children are encouraged to visit the school and local libraries, and read regularly at home and school.

3. WRITING

Initially Reception children will be using emergent forms of writing. As the children grow older they will have experience of shared, guided and independent writing.

4. HANDWRITING

The children will be given regular practice in the cursive style used at school. The children will be taught where to start and finish their numbers and letters. As they grow more confident they will be encouraged to write using regular sized letters and use the appropriate joins.

5. SPELLING

The school follows the synthetic phonics approach. Children have personal dictionaries and learn how to use dictionaries and thesauruses. They use the LSCWC (Look, Say, Cover, Write, Check) method. They are encouraged to extend their vocabulary. The pupils are encouraged to learn spellings that are appropriate for their age and ability. They have regular spelling and phonics practice.

DIFFERENTIATION AND SPECIAL NEEDS: We aim to differentiate in writing by task, support (resources and human), and outcome. Children with specific handwriting difficulties are given extra access to technology (audio/I.C.T. etc) or the aid of a scribe. For spelling we provide word banks, word books and dictionaries and specific I.C.T. software. Differentiated activities are indicated in teachers' weekly plans. Our curriculum framework for writing offers opportunities to develop more able children. Inclusion of all children in the English curriculum is achieved via differentiation, use of technology or support staff.

CROSS CURRICULAR SKILLS AND THEMES: Reading and writing are tools, central to the curriculum. We recognise the need to teach reading and writing both discretely and as an integrated activity, according to need. Teachers seek to take advantage of opportunities to

make cross-curricular links in line with our skills based curriculum.

CONTINUITY AND PROGRESSION: Our skills curriculum provides a framework for continuity and progression.

In the **Foundation Phase (Reception)**, the children will be given opportunities to:

- Speak and listen and represent ideas in their activities;
- Use communication, language and literacy in every part of the curriculum;
- Become immersed in an environment rich in print and possibilities for communication

Foundation Phase (Year 1 and 2), the children should be given opportunities to:

- Learn to speak confidently and listen to what others have to say;
- Begin to read and write independently
- Use language to explore their own experience and imaginary worlds

Key Stage 2 (Year 3-6), children should be given opportunities to;

- Change the way they speak and write to suit different situations, purposes and audience,
- Read a range of texts and respond to different layers of meaning in them;
- Explore the use of language in literacy and non-literacy texts and learn how the structure of language works.

ASSESSMENT, RECORDING AND REPORTING

Within the first half term the Reception teacher begins an EYFS assessment which is continued throughout the academic year.

Each term the children's writing will be assessed against APP criteria. This assessment will be recorded on the appropriate sheet. Reading will be assessed through optional SATs in the summer term. Targets will be set from our assessments. SEN children may have English areas on their Individual Education Plans.

We report to parents via the Annual Report on the child's progress in English, including S.A.T. results at the end of each Key Stage.

In November and June Years 1 to 6 will complete spelling and reading tests which are entered on the school records. During Year 1 a statutory phonics assessment is undertaken.

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity, linguistic or home background.

PARENTAL INVOLVEMENT

Parents receive each term, guides explaining the curriculum. In September of every year the Reception and Year 3 parents will receive a guide to helping their children read. Reception to Year 4 have reading record books where school and parents can make comments about the reading a child is doing. Year 5 and 6 also have a reading diary where they make comments about books they have read.

CONCLUSION

This policy is written in accordance with the Aims of the School and has been agreed by all members of staff. It forms part of the Curricular Policies of the school and should be read alongside other relevant statements. It will be reviewed at regular intervals.

Summer Term 1995
Reviewed: Autumn 2000
Reviewed: July 2001
Reviewed: March 2006
Reviewed: November 2009
Reviewed: January 2010 (teaching staff)
Reviewed: November 2010 (governors)
Reviewed: February 2014

The template for this policy comes from Lancashire LEA.