

PERRYFIELDS PRIMARY PRU



English Policy

Written by

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1. AIMS

Considering Perryfields Primary PRU's vision, of pupils 'Enjoying their Learning' coupled with our aim for excellence in English achievement throughout the school. We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing but with the emphasis on engagement, awe and wonder and providing a real life stimulus for writing whenever possible.

Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills

Pupils at Perryfields Primary PRU leave for mainstream/specialists provision:

- reading and writing with confidence appropriate to their ability
- with a developing love of reading and a desire to read for enjoyment
- With a developing range of interest in words and their meanings; developing a growing vocabulary
- Understanding a range of text types appropriate to age/ability
- Able to write in a variety of styles appropriate to the situation and purpose of the text
- Use their developing creativity, imagination, inventiveness and critical awareness
- having a suitable technical vocabulary to respectfully articulate their responses in any discussion.

2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2013).

At Key Stage 1 (Years 1 and 2) children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds.

At Key Stage 2 (Years 3-6) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

Focussed governor visits with the English Subject Leader enable the Education Sub-Committee to report effectively to the Management Committee. This enables governors to contribute to evaluation and development of the Quality of Education within English.

3. SUBJECT ORGANISATION

English is comprised of:

- Speaking and listening
- Phonics
- Reading
- Writing
- Handwriting
- Spelling and grammar

The pupils have daily English lessons. Phonics, Handwriting, spelling and grammar are taught discreetly and the pupils then apply their skills across the curriculum. They are given opportunities to write for a variety of purposes and read widely within English lessons and the wider curriculum.

4. APPROACHES TO SPEAKING AND LISTENING

We recognise the importance of spoken language and listening skills in pupils' development across the whole curriculum - spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. These skills are taught across the curriculum, with pupils being given opportunities to practise speaking and listening.

We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance.

5. APPROACHES TO PHONICS AND SPELLING

We use the Read Write Inc and Rapid Reading programme to deliver daily discreet phonics lessons in KS1, enabling children to decode efficiently. The fast track phonics programme identifies gaps in learning and provides teachers with clear next steps in learning for each individual. This is applied across the whole school.

Through teaching of phonics coupled with the phonic based reading scheme the aim of Perryfields is that pupils become fluent readers with good comprehension skills, thus preparing them for mainstream/specialist provision/lifelong learning. Furthermore, acquisition of phonics enables pupils to write with increased confidence across a range of genres.

Alongside the teaching of phonics pupils are taught the 'common exception words' within the 2013 National Curriculum. These are age related – at Perryfields we treat each pupil as an individual and personalise the programme to meet their needs and ensure progress.

6. APPROACHES TO READING

At Perryfields we highly value reading as a primary skill and we are dedicated to our pupils becoming lifelong readers. Reading is key to academic success and we use the following strategies;

- Daily reading
- Daily listening to stories/books
- Reading area containing a selection of books directly relating to topic and pleasure for reading
- Pupils who are not yet reading independently will work through our reading scheme, this is a phonics based approach
- Question stems used to inform questions for the text
- Rehearse and develop the 'unknown' vocab that appears in texts
- Pupils are encouraged to read at home with parents/carers

Reading strategies are taught and reinforced in a variety of ways including through:

- Shared reading sessions
- 1:1 to an adult
- Independent time
- Guide reading
- Group reading
- Comprehension tasks

A range of reading schemes are used to support early readers as well as 'real books' used for guided reading. Adults support reading activities to ensure that children have more frequent opportunities to read.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books. Our 'Favourite Books to Read' are promoted on the school website and within school, giving pupils a sense of reading widely for enjoyment. Supplementary activities such as Book Weeks and educational visits to libraries etc all promote a love of reading for pupils.

Children have the opportunity to take home a book every day to be shared with parents. These include Read Write Inc as well as a Project X or Oxford Reading Tree schemes books.

5. APPROACHES TO HANDWRITING

Perryfields Primary PRU's aim is that the children will be able to write clearly, fluently, quickly and with confidence so that they can cope with the everyday demands of life and school both at Perryfields and back in their mainstream setting.

Through purposeful (daily) guided practice they foster a comfortable and legible cursive handwriting style. They will learn good control and co-ordination in both large and small movements, learning how to handle equipment and tools effectively,

including pencils, for pre-cursive writing. Throughout the rest of the school, handwriting practice will take place in the Writing books and during IEP time.

The importance of handwriting and clear presentation is key for pupils having pride in their work with a sense of achievement.

The British Dyslexia Association suggests that advantages to using cursive script are that:

- Making each letter in one movement
- Children's hands develop a 'physical memory' of it
- Making it easier to produce the correct shape
- Because letters and words flow from left to right, children are less likely to reverse letters which are typically difficult (like b/d or p/q);
- There is a clearer distinction between capital letters and lower case;
- The continuous flow of writing ultimately improves speed and spelling
- The children are taught the pre-cursive script, forming letter shapes with 'leads-in and out', leading to cursive script when ready.
- Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these.

Success Criteria for Handwriting:

- Sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- The correct pencil grip will be taught and reinforced.
- The correct formation and relative size of letters are taught and subsequently practised.
- To write with a clear and joined style as soon as they can securely form letters with the correct orientation.
- To use the 'washing line' and 'diagonal' joins.
- Use spacing between words that reflects the size of the letters.

Handwriting is taught discretely and daily through direct teaching so that pupils form letters correctly and confidently. Pupil's work and exemplars of excellent handwriting should be on display within classrooms and in corridors.

Left-handed children

Support is given so left handed children achieve a fluent and legible style. Left-handed children should be seated to the left of any right-handed child, but not with

their left to a wall or other obstruction. There must be sufficient space to the left of the left-hander to enable them to place their paper in a comfortable position.

Adults Handwriting

The adult's handwriting is the model for the children. All teachers and support staff should consistently produce quality writing that matches the school style at all times.

5. APPROACHES TO WRITING

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Our approach to teaching writing covers the 'transcription' and 'composition' requirements of The National Curriculum (2013).

To support our teaching of writing, staff refer to nationally recognised Alan Peat, Ros Wilson and Pie Corbett's strategies. Teachers are flexible in their selection of these Literacy experts' strategies to suit the needs of the children and text type being taught.

Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions.

The children are given frequent opportunities in school to write in different contexts, across the curriculum using quality texts as a model and for a variety of purposes and audiences. The text types which are required to be covered by The National Curriculum (2013) are outlined in our long term plans for each year group to ensure that there is a breadth of coverage. They may be asked to produce their writing on their own or as part of group, across the whole curriculum.

6. APPROACHES TO GRAMMAR AND SPELLING

The teaching of Grammar and Spelling (SPAG) is in line with the requirements of The National Curriculum (2013). Grammar is timetabled to be taught discreetly and then applied in English lessons and all areas of the curriculum when learning opportunities are presented.

We aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words and their parts, the shape and sound of words, the letter patterns within them and the various ways they can learn these patterns. We teach children to use their growing understanding of the morphology and etymology of words to support their spelling. Helping the children to understand how to use and apply known spelling patterns (and to develop strategies to tackle tricky words) is the key to helping them to become successful spellers.

7. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy. Teachers will report pupils levels every half-term and identify the next steps in their learning at regular intervals.

8. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment in liaison with the SENCo. Gifted children will be identified in consultation with the G&T leader and suitable learning challenges will be provided.

9. EQUAL OPPORTUNITIES

Perryfields Primary PRU has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children. We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

10. ROLE OF SUBJECT LEADER

The Subject Leader is responsible for improving the standards of teaching and learning in Literacy through:

- monitoring and evaluating English:- pupil progress - marking and planning - curriculum coverage – Quality of Education - the quality of the Learning Environment – pupil attitudes to the subject
- taking the lead in policy and Intent development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- implementing new strategies and resources
- keeping up to date with recent Literacy developments.

11. PARENTAL INVOLVEMENT

Parents are encouraged to read both with and to their children at home in order to promote reading. Parents are welcomed into school to discuss any support they need to help their child with phonics and reading.

This policy should be read in conjunction with the following school policies: - -
Assessment and Record Keeping
Marking and Feedback
SEND
Computing
Equality and Diversity