

Broomwood Primary School

Mission Statement

We aim for all to achieve their full potential in a caring environment

English

(1)

Introduction

Aims

At Broomwood Primary School we aim to develop the pupils' abilities to communicate effectively in speech and writing and to listen with understanding. It is also our intention that children become enthusiastic, responsive and knowledgeable readers. Ultimately through the teaching of reading and writing we aim to develop their powers of imagination, inventiveness and critical awareness.

Speaking and Listening

Speaking and listening are essential parts of a child's language experience. Children receive and develop ideas exploring understanding initially through the spoken word. To enable them to develop as effective speakers and listeners we will teach them to

- articulate distinctly
- use the vocabulary and grammar of Standard English
- express their thoughts and feelings clearly and correctly
- listen, understand and respond appropriately to others
- adapt their speech to a widening range of circumstances and demands.

Reading

The teaching of reading is an important part of our curriculum and has to be the main priority for all staff. We strive for, and encourage, a positive attitude towards books and an interest in reading a good variety of literature both for pleasure and as a means of acquiring knowledge. To enable them to become confident and effective readers we will teach them to

- use a range of searchlights to decipher and understand text (phonic and grammatical knowledge, knowledge of context, word recognition and graphic knowledge)
- understand and respond to texts they have read
- read, analyse and evaluate a wide range of texts
- be able to select appropriate reading materials.

Writing

Writing is closely related to reading, with the two activities reinforcing each other. Similarly we aim to develop a positive attitude to writing and to extending the children's abilities to express their thoughts and ideas on paper, thus enabling them to communicate clearly through the written word. To enable children to develop as effective writers we will teach them to

- write for a range of purposes and genres
- plan, draft, revise and edit their own writing
- organise and structure sentences grammatically and whole texts coherently
- use accurate punctuation and spelling
- have fluent and legible handwriting.

The National Curriculum

The National Curriculum states that English is one of the core subjects and a framework is provided for children in Key Stage 1 and Key Stage 2. Within the framework there are programmes of study which outline what pupils should be taught and also attainment targets which set out the knowledge, skills and understanding that pupils are expected to have by the end of each key stage. In addition to this The National Literacy Strategy provide a Framework for Teaching.

Foundation Stage

The National Curriculum does not apply to the Foundation Stage, but there is curriculum guidance in the form of Stepping Stones that build up to Early Learning Goals. As part of this curriculum the children will be taught Communication, Language and Literacy. This forms the foundations for later work in English.

The National Literacy Strategy - Framework for Teaching

This framework sets out teaching objectives for Reception to Year 6, as well as giving guidance on the implementation of the Literacy Hour. It covers the statutory requirements for reading and writing in the National Curriculum for English and contributes substantially to the development of Speaking and Listening. In the teaching of both reading and writing there is a focus on work at three levels - word, sentence and text level.

Read, Write, Inc. Phonics

Read, Write, Inc. Phonics is an inclusive literacy programme for all children learning to read. It is aimed at children reading at Level 2b or below and teaches synthetic phonics. Children learn the 44 common sounds in the English language and how to sound blend them to read and spell. The scheme includes both a reading and a writing focus.

Read, Write, Inc. Comprehension

RWI Comprehension follows on from RWI Phonics. It develops children's comprehension of and response to a variety of texts, enabling them to become critical readers. It also focuses on improving vocabulary, grammar, spelling and composition skills.

Big Writing

Ros Wilson's Big Writing looks at Vocabulary, Connectives, Openers and Vocabulary. A Big Writing session contains a focused input on this followed by extended writing on a given subject.

Cross Curricular Links

The English curriculum is also relevant to teaching across the whole of the National Curriculum. Skills, especially those that focus on reading and writing non-fiction texts, should be linked to and applied in every subject.

Equal Opportunities

All children should be presented with the opportunity to experience success and enjoyment in English, regardless of race, ethnicity gender, ability and disability.

The School welcomes and values disabled people to be an active part of school life.

Broomwood Primary School is keen to make sure that we do not make it difficult for disabled children, young people and adults to be involved in every part of school life. We have a legal duty not to discriminate against disabled people and to monitor how many of our pupils. Staff, parents/carers and governors are disabled under the Disability Discrimination Act 2005.

Broomwood Primary School recognises that disabled people are very diverse and include people with a physical impairment, visual impairment, hearing impairment, learning difficulty, specific learning difficulty (e.g. dyslexia), mental health issues, people who are deaf, British sign language users and people with long term health conditions.

Teaching and Learning

Key Stage 1

The children in Reception, Y1 and Y2 at Broomwood Primary School follow the Read, Write, Inc. programme. The children in Reception are taught throughout the day, fitting it into their Foundation Curriculum. In Years 1 and 2 the children are assessed and grouped into four ability groups and taught by four 'RWI teachers'. This programme is followed four days a week with the fifth day following the Big Writing format. To ensure that all children are involved in the lesson, partner work forms a great part of the teaching and learning.

Key Stage 2

The children in lower KS2 continue with the RWI format started in KS1. Children are grouped according to ability with the most able pupils moving on to RWI Comprehension and spelling. The children in Upper Key Stage 2 follow the National Literacy Strategy framework 4 days a week and implement a flexible Literacy Hour which incorporates a four part lesson consisting of shared text work, focused word or sentence work, guided and independent work and then a plenary which reviews, reflects and consolidates work covered in the lesson. The fifth Literacy lesson during the week follows the format of BIG writing which focuses on strategies for independent writing.

To enable all our children to have equal access to the English Curriculum it is important that a range of teaching styles are used. There should be a mixture of whole class, group and individual teaching. It is also necessary that there is a combination of demonstration, participation and written work, with teachers using their professional judgment to decide which strategies are most appropriate to the lesson content.

Children should be given opportunities to talk and present their work to different audiences including friends, the class, teachers and other adults. They should read on their own, with others and to a teacher. They should also have the opportunity to plan and review their writing with the help and guidance of the teacher.

Good teaching in English will occur if pupils are grouped accurately according to ability and work is differentiated accordingly.

Planning, Continuity and Progression

Long Term Planning: This is undertaken on a whole school basis to allow for continuity and progression. The National Literacy Strategy Framework provides the detailed long term plan for Upper Key Stage 2. In Key Stage 1 and Lower KS2 the Read, Write, Inc. programme provides timetables outlining a progression of work.

Medium Term Planning: The National Literacy Strategy provides detailed units of work for Upper Key Stage 2 each half term. These provide the specific learning objectives to be taught. Individual staff identify a progression of lessons using a variety of literacy schemes available to them. In Key Stage 1 and Lower KS2 the Read, Write, Inc. programme outlines a specific plan for each level.

Short Term Planning: Weekly lesson plans for Upper Key Stage 2 are completed by individual teachers using the medium term planning. The lesson plan identifies the objectives being taught and how each of the four sections of the lesson are to be delivered. Within the main part of the lesson the plan will identify the activities and any differentiation necessary. In Key Stage 1 and Lower KS2 the Read, Write, Inc. teachers use the detailed lesson plans to outline the activities for each part of the lesson, speed sounds, reading and writing.

Differentiation

For all children to access the English curriculum the work will be presented in a variety of ways allowing the needs of all children to be met. Individuals or groups will be catered for through breaking down the task/objective into smaller achievable goals, or extending the children by using additional, more complex, objectives. The actual tasks set may be different, as would the support and expectation. The use of questioning, including open ended questions, is also a valuable tool when tailoring the learning to individual needs. Read, Write, Inc. allows children to be taught at their own level and so no additional differentiation is required. Children falling behind are offered 10 minute tutoring on a daily basis.

SEN

SEN children within Key Stage 2 are following the Read, Write, Inc. programme in part. The lower ability Y3/Y4 children are following it on a four daily basis as in Key Stage 1. Other Key Stage 2 children are included at the discretion of the Co-ordinator, SENCO and Headteacher. As a school we use a dyslexia friendly approach so as to ensure accessibility for all.

Assessment and Recording

Assessment is a continuous process and is a central feature of teaching and learning English and is in line with the assessment policy (see policy).

Long Term:

1. (Optional) SAT tasks and tests each May (Years 2 – 6)
2. Tasks in Year 1.
3. Written report to parents.
4. Annual curricular teaching targets.

Medium Term:

1. Termly tracker sheets recording Teacher Assessment.
2. Half termly teaching targets.
3. Annotation of medium term planning.
4. Progression in Reading Chart.
5. Individual APP's for reading and writing.
6. Read, Write, Inc. assessments every 8 weeks.

- Short Term:** 1. Annotation on weekly planning.
2. Weekly tests.

All assessments carried out are used to inform planning to allow each child to progress appropriately.

Role of the Co-ordinator

The co-ordinator will lead the school in the teaching of English through;

- Good practice
- Organisation and purchase of resources
- Attending relevant courses
- Monitoring planning
- Work scrutiny
- Lesson observation and feedback
- Help and support for all staff
- Identification of strengths and weaknesses in the school
- Setting curricular teaching targets
- Reports to Staff, Head and Governors.

Resources

Resources for the planning and delivery of the English curriculum are outside the Year 2 and Year 6 classrooms, in the Library, and in individual classrooms.

Review of Policy

This policy will be reviewed and revised in line with developments of the National Curriculum and the School Improvement Plan. It is due for update September 2010.

Updated September 2009
A McCarthy

Updated September 2008
A McCarthy

Written April 2004
A. McCarthy

Approved by Governing Body.....

Date.....