

Stanford Junior and Infant School



ENGLISH POLICY

*“Living Together,
Learning Together”*

Stanford School
English Policy Statement 2017

Rationale

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently.

In accordance with the new 2014 Primary Curriculum Framework Guidance, the overarching aim for English for the pupils at Stanford Junior and Infant School is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Aims (embracing the New Curriculum)

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- ✓ 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 our rich and varied literary heritage
- ✓ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- ✓ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- ✓ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Depth of Learning and Mastery

The DFE has added weight and focus to a child's ability to apply their learning – this is called Depth of Learning or Mastery. Depth of Learning is how a child can apply much of the curriculum as a whole in more in-depth and complex, cross-objective, multi-modal methods. The Commission on Assessment without Levels states that "mastery is about

deep, secure learning for all, with extension activities for able students (more things on the same topic) rather than acceleration (rapidly moving on to new content) and should be achieved mainly through day-to-day differentiation.

Depth of Learning and Mastery should be thought of as a child's ability to think, work and demonstrate:

- Flexibility
- Interpretation
- Problem solving
- Manipulation
- Creativity
- Connectivity
- Extrapolation
- Application
- Independence
- Prediction

As a school we will record the depth, creativity and complexity to which a child can apply their understanding into other contexts. The Depth of Learning aspect is included in the design and marking schemes of the End of Key Stage 1 and 2 National Curriculum tests and Teacher Assessments from 2016, and is an important second measure of the abilities of a child to demonstrate depth of learning.

Broad Guidelines

English will be taught on a daily basis throughout the school.

Children will use and apply their English skills across other subjects to deepen learning.

The Key Objectives will be used as the long term plan. Medium and short term plans will be derived from this to meet the children's needs.

Reading

At Stanford Junior and Infant School we place the teaching of reading and the fostering of a love for reading at the centre of school life. Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. Daily discreet phonics lessons in FS and KS1 enable children to decode efficiently. This is continued into KS2 where necessary through the RWI Fresh Start programme.

A wide range of books including Read, Write Inc are used to support early readers and are closely matched to the ability of each child. The reading books are sent home and parents are asked to comment on their child's progress. These can be changed on a daily basis and offer children the opportunity to use other cues in their reading. In addition, children may be heard read by our school volunteers or older pupils as part of our peer reading scheme.

At Key Stage 2, children read from banded books and then move onto free choice readers. These books are organised according to their content by the class teacher.

Reading at Home

Every child in school will have the opportunity to choose a home reading book which they are encouraged to read at home. Our school believes that every child should read at least three times per week. The children may change their home reader as often as they wish. Parents are asked to hear their child reading at home and make a comment in their child's reading diary. We believe that this valuable home reading not only helps to develop inferential skills, but also supports a lifelong love of reading. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

Reading Rewards

It is our aim that every child at Stanford reads at home at least three times per week. With this in mind we have set up a reward system which rewards every child who reads at least three times per week receives a special sticker. Percentages of three plus readers are collected from each class each week and read out in our celebration assembly. The winning class may choose a new book for the class reading corner and receives an extra time slot in the library which can be used to enhance their love of books and to share the pleasure of reading with their peers.

In the unlikely event that pupils do not read the required three times per week then class teachers will support pupils to catch up and this can be facilitated with parental support.

Writing

At Stanford Infant and Junior School 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. 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 and targets are set with the children following these sessions.

Children in Reception Class are encouraged to mark make and write independently in all areas of learning using a range of writing utensils and equipment. A balance of teacher directed and child initiated activities are planned for and linked to the child's interests where possible.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of real life purposes, contexts and audiences. There are many opportunities for children to improve their writing inspired by drama techniques and film clips. They may be asked to produce their writing on their own or as part of group. Children will also be given the opportunity and encouraged to re-draft and improve their writing regularly. Extended independent writing takes place regularly in every class, often linked to the topic being studied or real life experiences. These pieces of writing will be completed in the appropriate subject book and marked with appropriate next steps in relation to the success criteria.

Punctuation and Grammar

In line with the New National Curriculum, the teachers will recognise and plan for the interweaving of punctuation and grammar through English teaching and will attempt where possible to ensure that all punctuation and grammar taught links to the overall purpose.

Prevent Duty Statement

On 1 July 2015 the Prevent duty (section 26) of The Counter-Terrorism and Security Act 2015 came into force. This duty places the responsibility on local authorities and schools to have due regard to the need to prevent people from being drawn into terrorism.

Stanford Junior and Infants School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is as important as safeguarding against any other vulnerability.

All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We believe that children should be given the opportunity to explore diversity and understand Britain as a multi-cultural society; everyone should be treated with respect whatever their race, gender, sexuality, religious belief, special need, or disability.

As part of our commitment to safeguarding and child protection we fully support the government's Prevent Strategy and endeavour to uphold its principles through the teaching of English.

FGM - FEMALE CIRCUMCISION & CUTTING

It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. Female genital mutilation (FGM) is a growing cause of concern in schools.

FGM is child abuse and a form of violence against women and girls, and therefore it is dealt with as part of existing child and adult safeguarding/protection structures, policies and procedures. It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a child

abroad to undergo the procedure - Female Genital Mutilation Act 2003. Despite the harm it causes, FGM practising communities consider it normal to protect their cultural identity. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The average age is 10 to 12 years.

Any female child born to a woman or has a sister who has been subjected to FGM will be considered to be at risk, as much as other female children in the extended family. Any information or concern that a child is at risk of FGM will result in a child protection referral to Multi Agency Support Hub.

Amended 08.05.2017

Signed By

Chair of Governors:



Date: 08/05/2017

Headteacher:



Date: 08/05/2017