



Rush Common School Professional Practice Document (“PPD”) for English Language

1) This Policy reflects the school’s values and philosophy in relation to the teaching and learning of English Language. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching and assessment. This document has been prepared by the English Co-ordinator in consultation and discussion with all the teaching staff of Rush Common Primary School. It has been produced for all teaching staff, non-teaching staff with classroom responsibilities, school governors, parents, inspection teams and interested others.

2) Why do we teach English at Rush Common Primary School?

2.1 English language education is an integrated and fundamental component of the whole primary curriculum. A good first language education is pivotal for all learning in every curriculum area and good communication skills are required for the most basic routines to enable us to survive and function in a civilised community in order to:

- express personal needs, feelings, emotions, and spirituality;
- understand the needs, feelings, and spirituality of others;
- resolve misunderstandings and conflicts;
- ascertain information to make sense of the environment and infrastructure;
- acquire knowledge for personal interest and pleasure;
- acquire and share knowledge, data and skills to improve humankind’s lifestyle through scientific, medical and technological development;
- express creativity through writing, poetry, singing, composing music etc.;
- function effectively in the work place.

2.2 English language is not taught simply to prepare pupils for a qualification required by future employers; it is a language for life. At Rush Common School we are concerned with the development of the whole child; a child who can communicate effectively has every reason to be confident and to have a healthy self-esteem.

3) What are our aims in teaching English?

3.1 We aim to encourage all pupils to:

- listen attentively, paying attention to detail, to process and retain information
- speak confidently with intonation, clear diction, accurate grammar and style with regard for their listener
- make formal presentations and participate appropriately in debate
- read fluently with good comprehension, which is reflected in appropriate expression and intonation, from a wide variety of texts across all subjects
- read at their own level for pleasure and relaxation
- appreciate our rich and varied literary heritage
- develop their cognitive skills, imagination, and personal expression through a range of writing tasks using clear, concise language with accurate punctuation and grammar, in a style appropriate for the purposes
- make progress along the continuum to becoming a correct speller, using neat legible joined handwriting

- make fair critical responses about their own language work, that of their peers and that of popular authors and poets
- mature socially through working collaboratively in groups and in pairs
- develop language skills in ALL curriculum subjects
- reach their full potential by extending their work in each of the above areas of the English Curriculum. However, no pupil should be stretched to such an extent that they become discouraged

3.2 The above aims are consistent with our school's philosophy and take account of the National Curriculum Programmes of Study and End of Key Stage Level Descriptions.

4) How do pupils learn English?

4.1 Language development is concerned with acquiring and applying a set of skills and a body of knowledge about language and its use. The natural chronology for acquiring these skills is listening, then speaking, then reading, and then writing. All four skills will eventually develop concurrently. True communication is two-way: involving careful listening or reading skills to ascertain relevant information, and then speaking or writing skills to make an appropriate response.

4.2 Language skills begin to develop in infancy; primarily through interactions with other people in the child's environment. The senses of hearing and seeing are employed to assimilate sounds together with their related interactions. (Any deficiency in these two senses will, obviously, delay language development.) Children then respond with learned sounds that they eventually learn to control to make into accurate spoken language. The calibre of children's spoken language can only be as rich as the model of language to which they have been exposed. Children also imitate adults around them and begin to make their own attempts at reading and writing as part of their role playing instinct.

4.3 Language learning in the Primary School setting extends and enhances this natural development by providing relevant activities and focussed teaching to advance the acquisition of these skills. The teacher will also aim to be a good model of effective communication.

4.4 English is taught through a balance of different teaching methods. Pupils will be given opportunities to learn through real experiences and practical tasks, through focussed analysis of written text, published learning material, teacher prepared materials, educational visits, appropriate use of television programmes, information technology (word processing and other language based programmes) and tasks set to complete at home.

5) Spoken Language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

6) Reading

The programmes of study for reading at KS1 and 2 consist of two dimensions:

- **word reading**
 - **comprehension**
- pupils should read for pleasure and study, recommending books they have read to their peers and giving reasons for their choices
 - pupils should be able to prepare poems and play scripts to read aloud and perform, and (in KS2) learn a wider range of poetry by heart
 - pupils should read a wide range of texts, including Media, ICT and from a variety of cultures and traditions
 - pupils should be taught to be discriminating readers, being able to understand layers of meaning and make a critical response to what they read
 - pupils should explore meanings of text using drama strategies
 - pupils should be able to read on-screen texts
 - teachers should understand the skills and strategies involved in teaching reading to enable pupils to read accurately for meaning and pleasure; using methods and strategies such as Shared and Guided Reading and systematic phonics teaching
 - reading for information and other purposes should be reinforced in other subjects

7) Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- **transcription (spelling and handwriting) (See Handwriting and Presentation policy)**
 - **composition (articulating ideas and structuring them in speech and writing).**
- writing should be seen as an enjoyable activity in itself
 - pupils should be encouraged to write with commitment and vitality and develop independent distinctive and original styles
 - pupils should be taught to write fluently and accurately, understanding how to use the main rules and conventions of written English
 - pupils should write for a range of purposes:- communicate to others, create imaginary worlds, explore and describe experience, organise and explain information, imagine and explore feelings and ideas, use language creatively to engage readers, inform and explain to readers, to persuade
 - pupils should write in a variety of forms, e.g. narrative, letter, poems, notes
 - pupils should be able to choose form and content to suit purpose and audience
 - pupils should compose both on paper and on computer screen, using different formats and layouts to present work

- pupils should discuss and respond critically to their own and other pupils' writing, analyse strengths and weaknesses, make improvements
- pupils should use proof-reading and re-drafting to improve and develop content, style and accuracy of writing

8) Drama is of central importance in developing language use and the curriculum should provide opportunities for pupils to:

- create, adapt and sustain different roles individually and in groups
- explore meanings of texts - characters, actions, themes, emotions and ideas
- participate in spoken performances, dramatic interpretation, improvisations
- write originally scripted plays to develop written skills
- evaluate their own and each other's contribution and effectiveness of performance

9) Spelling, vocabulary, grammar and punctuation (SPAG)

9.1 All children should be supported to:

- enhance their vocabulary through both reading and writing
- understand nuances in meaning and the use of figurative language
- understand how to clarify known meanings of unknown words
- use Standard English and control their Writing consciously

9.2 Spelling, vocabulary, punctuation and grammar will be taught using the agreed scheme of work in conjunction with the appendices provided in the English Programmes of Study for Key Stages 1 and 2.

10) IT

All pupils should be provided with opportunities to read for information and for pleasure from online texts and compose and re-draft on screen using word-processing skills. Children are encouraged to use IT based e Books, encyclopaedia, thesauruses and dictionaries. iPads are also used as a tool to allow children to create their own e Books for a range of audiences and purposes.

11) Equal Opportunities

11.1 All pupils will have equal opportunity to reach their full potential across the English Language Curriculum regardless of their race, gender, cultural background, ability or of any physical or sensory disability. Equality of opportunity is essential in this curriculum area as it provides pupils with access to other curriculum areas in the primary years and in the future.

11.2 All other factors being the same, teachers will have similar expectations of bilingual pupils as monolingual pupils. However, where the parents of the pupil do not speak English, or speak very limited English, the child's English language development will be hindered as they will be learning in their second language. It should be remembered that the child's language development in their mother tongue will probably be of a normal standard. Teachers will be aware of the difficulties facing these pupils; their experience of hearing a good model of spoken English language may be limited with a restricted use of vocabulary. It may be necessary to give extra support to these pupils. The support should clearly be perceived by staff and pupils as different from help given to pupils with Special Educational Needs, although some pupils may require both types of support. We encourage second language learners to be proud of their ability to speak in two

languages, and, at an appropriate time, such pupils will be encouraged to share their first language with their peers.

12) Special Educational Needs

12.1 Some pupils experience learning difficulties which affect their progress in literacy. Class teachers are responsible for trying to pinpoint any difficulties, so that through early intervention, these pupils can be helped.

Children whose difficulties continue for a longer period will be placed on the Special Educational Needs Register. (See Special Educational Needs Policy for further details.) Our emphasis will always be to provide support and help to these pupils as soon as practicable. Class Teachers will ensure that suitable work is set in class for these pupils through careful planning for differentiation (see below).

12.2 Pupils who have hearing problems will experience difficulty in their learning. It can affect their ability to discriminate certain sounds and so affect their ability to develop phonic skills for reading and spelling. Sight problems can similarly affect pupils' learning.

12.3 It is our policy to concentrate on pupils' abilities and needs, not on their disabilities and handicaps. This emphasis aims to change feelings of disaffection, under-achievement and low self-esteem. Everything should be done to avoid highlighting the disabilities of any particular child. Pupils of low ability will need reassurance and patience to help improve their confidence.

13) Planning the English Curriculum

13.1 Class Teachers plan for the Year Group(s) that they teach. Half-termly plans (long term) identify the parts of the Scheme of Work the class teacher intends to cover while weekly plans (short term) detail activities and learning objectives for the week's lessons. Effective planning ensures:

- that there are achievable learning objectives for all of the pupils
- that work is matched to pupils abilities and experience
- that the teaching is differentiated by task or outcome (see note below)
- that time is employed effectively throughout the lesson
- progression and continuity related to previous learning
- balanced coverage of the Scheme of Work throughout the year
- appropriate pupil grouping: e.g. in ability or mixed ability groups/pairs for collaborative activities, or individually for independent work
- opportunities for children to use and apply the skills of reading, writing and communication across the curriculum

13.2 Note regarding differentiation:

Differentiation by task is achieved when pupils, who are pursuing the same part of the Programmes of Study, are given a range of different but related tasks, according to their levels of ability.

Differentiation by outcome is achieved by setting tasks which are suitable and appropriate for all the pupils' starting level and which allow the more able pupils to be challenged.

13.3 Plans are working documents day and are monitored by the English Co-ordinator, who will also provide support, where necessary.

14) Developing and Monitoring the English Language Curriculum

- 14.1 The English Language co-ordinator is responsible for the development and monitoring of the English Language Curriculum to ensure a coherent literacy strategy for our school. He or she helps teachers with their planning and is responsible for updating the policy, the scheme of work, and the school's literacy action plan.
- 14.2 The co-ordinator will assist teachers by leading staff meetings, planning and leading INSET activities, providing consultancy and advice, and by supporting them in the classroom. The co-ordinator is responsible for implementing changes required by the government and will attend training courses in respect of these. The knowledge and skills gained on these courses should be imparted to colleagues through regular staff meetings and on INSET days.
- 14.3 School tracking data will be used to monitor pupil performance in order to achieve our aim of maintaining overall improvement in standards year on year.

15) Resources and Accommodation

- 15.1 A variety of resources are available in school, including children's reference books and teachers' resource books, which are shared between all staff, including visiting trainee teachers.
- 15.2 A selection of fiction books of an appropriate interest and difficulty level, and a selection of non-fiction books for on-going topic work are kept in individual classrooms with further resource available from the school library. Reading Scheme books are colour coded in KS1 and are kept inside or outside the classrooms in KS1 and KS2.
- 15.3 The English Language co-ordinator is responsible for the maintenance, review and reordering of these resources including consumable items and for ensuring that effective resources are purchased and that money is spent wisely. The co-ordinator will be responsible for producing proposals on how English Language funding should be spent effectively to facilitate the raising of literacy standards in our School.

16) Assessment and Record Keeping

- 16.1 The English co-ordinator is responsible for ensuring that there is a standardised approach to recorded assessment. On-going teacher assessment is an integral part of good practice to enable the teacher to match the tasks set to the abilities and needs of the pupils as they progress. Assessment results should never be a shock or surprise to the class teacher, but they can sometimes highlight where a child may be having problems and ensure that these pupils are followed up. End of Key Stage Tests (SATs) are also used for assessing pupil performance and for reporting to parents.
- 16.2 Twice yearly teacher/parent consultations provide opportunities to discuss pupil literacy skills and progress. The Annual Report to Parents incorporates feedback about each area of English; Spoken Language, Reading and Writing.

17) Review of this PPD

The Senior Leadership Team reviews the policy every 3 years. It may however review the PPD earlier, if required.

Approved by the Senior Leadership Team meeting on 11th July 2014

Signed..... Headteacher

Review Date: July 2017