

Date of Policy Review:	Reviewer:	Date Ratified by Governors:	Date Shared with Staff:	Date of Next Review:
February 2018	S Gold			

Article 28: Children have a right to a good quality education

Article 29: Children have the right to an education which develops their interests, talents and abilities

Rights Respecting Schools

As a Rights-Respecting School, we use children’s rights to underpin everything we do and learn. Marlborough Primary School has been working closely with [UNICEF](#), and is a 'Rights Respecting' School. The term is bestowed on those schools who, in the eyes of UNICEF, put the '[UN Convention on the Rights of the Child](#)', (UNCRC) at the heart of their planning, policies, practice and ethos.

UNCRC is a list of rights that all children, everywhere in the world, have. The rights are all the things that children and young people need to make sure they are healthy, happy and safe. A rights-respecting school not only teaches about children's rights, but also models rights and respect in all its relationships: between adults and children, between children themselves, and between adults themselves.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school’s Data Protection Policy.

Data Audit for this Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Registration / Admissions Data	Name D.O.B. Address Telephone Medical Issues Parental Details	Legally Required to For Admission to School Well-Being of Your Child Communication	All Staff (Where Necessary)	Initially Completed on Paper Then Entered Onto School’s Information Management System Paper Version is Shredded	Held on File Throughout Child’s Time at School Passed onto New School When Moving Computer Retains Copy of Records in ‘Archive’

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
✓		



"Imagination is more important than knowledge. For knowledge is limited, whereas imagination embraces the entire world, stimulating progress, giving birth to evolution." – Albert Einstein

Introduction:

At Marlborough Primary School, we recognise the importance of English in the curriculum and in our daily lives. We view effective communication as key to the development of all learners. Through a high quality English curriculum, we aim to support pupils in developing the skills and knowledge that will enable them to communicate effectively and creatively. This will have a profound influence on their progress in school as well as equip them with the skills to become lifelong learners.

The full range of English skills (Reading, Writing and Spoken Language) are crucial in the acquisition of knowledge in other areas of the curriculum. Pupils will be given opportunities to develop their use, knowledge and understanding of these skills within a broad and balanced curriculum, with opportunities to consolidate and reinforce those skills. We aim to provide pupils with the best possible opportunities to become confident, literate and successful members of society with a deep love and understanding of English language and literature.

Aims of policy:

- To promote a positive attitude towards Reading, Writing, Speaking and Listening.
- To develop pupil's ability to become confident users of language, both spoken and written.
- To ensure pupils have access to a broad, balanced and creative curriculum.
- To provide clear and consistent teaching throughout the school.
- To ensure that all children, of all abilities, are provided with a curriculum that challenges them.

Objectives:

Pupils at Marlborough Primary School will leave Year 6:

- Being able to read and write with confidence, fluency and with good understanding;
- Being able to use a range of independent strategies to take responsibility for their own learning including editing their work to correct their own errors;
- With an understanding of a range of text types and genres;
- Being able to write in a variety of styles, adapting their language so that it is appropriate to the context, purpose and audience;
- With a love of reading;
- Understanding how to use the grammar rules of English.
- Being able to elaborate and explain clearly their understanding and ideas through discussion.

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) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2017). The English programme of study is based on four areas: *Spoken language, Reading, Writing and Spelling, grammar and punctuation.*

In the Foundation Stage (Reception) children are 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 a language rich environment.

At Key Stage 1 (Years 1 and 2) children are given opportunities to:

- Learn to speak confidently and listen to what others have to say.
- Learn to read and write independently and with enthusiasm.
- Learn to use language to explore their own experiences and imaginary worlds.

At Key Stage 2 (Years 3-6) children are given opportunities to:

- Learn to change the way they speak and write to suit different situations, purposes and audiences.
- Read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them.

- Explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

Curriculum delivery:

At Marlborough Primary School, pupils are taught English within their classes. Through well-planned, differentiated and well-resourced lessons, all pupils receive high quality teaching and appropriate support in order for them to reach their full potential.

All lessons have a clear Question for Learning (QFL) and Success Criteria that make it explicit to the pupils what the new knowledge or skill is that they are learning about. Working walls and challenge areas are a key feature in every classroom; they are used as an effective resource to support the learning during lessons.

Foundation stage:

In Reception, pupils have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities. A range of texts, including those from the Power of Reading programme, are used in the daily mixed ability Literacy lessons. Children have daily discrete Phonics lessons. Individuals develop their library skills by selecting their own books, (within their book band) to read with an adult.

Key Stage one:

In Key Stage 1, daily discrete phonics lessons continue and are taught in ability groups, while children have daily mixed ability Literacy lessons with an emphasis on real texts; taken from the Power of Reading programme. Children take part in both guided and individual reading sessions and have regular story times and library visits to develop a love for reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through

Key Stage two:

In Key Stage 2, children have daily Literacy lessons. Spelling and Grammar skills are taught both discretely and embedded within literacy lessons into the Power of Reading. Additional literacy sessions include guided reading, spelling practice (refer to Spelling Policy), grammar, handwriting (refer to Handwriting Policy) and daily reading aloud of class novel, which is a text linked to their current topic learning. Literacy skills are developed across the curriculum.

Approaches to Reading:

At Marlborough Primary School, we understand the important role Reading plays in the lives of our pupils and how it can impact on all other areas of the curriculum. We have adopted a new style of teaching Reading that promotes the key skills needed for our pupils to fully comprehend what they have read. Teaching Reading to the whole class through the main skills of VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve and Summarise/Sequence) allows pupils to become more confident in understanding the meaning behind the text. Questioning plays a major role in the teaching of Reading across the school. We believe that all of our pupils should be exposed to the full range of VIPERS questions, starting from Foundation Stage and working up to Year 6.

They are taught how to:

- explain the meaning of words in context;
- make inferences from the text and justify these using evidence from the text;
- make predictions based on details stated and implied in the text;
- explain how information is related and contributes to the meaning of the text as a whole;
- explain how meaning is enhanced through the choice of words and phrases and make comparisons within the text;
- retrieve key information'
- summarise the main ideas from more than one paragraph;
- sequence events from a text.

Teachers model reading strategies during these whole class comprehension sessions as well as when reading the class novel at the end of the day. Pupils have the opportunity to discuss texts in detail during these sessions as well as develop their own reading strategies during independent reading time.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, e.g. 'World Book week'- where children are immersed in storytelling, book workshops, book discussions and the opportunity to dress up as a book character and share their favourite books. Other activities include our 'Peer Reading' scheme where pupils from different year groups in Key Stage two read with each other. This provides the younger year groups an opportunity to be taught by the older year groups who enjoy the responsibility these sessions give them. It also enables the pupils more opportunities to read out loud to an audience as well as listen to a story be read to them.

In Key Stage one, children take home a banded book which is appropriate to their level of ability. Children choose their books from a wide selection of schemes and real books. In Key Stage two, children take home a banded book which is appropriate to their level of ability. Some exceptions may be made for unmotivated, uninspired readers. In this case, teacher judgement applies and within reason, the pupil may choose another book they wish to read. Pupils are expected to progress to a 'free reader' status so they are able to read any book from their classroom or school library.

As children progress through the school, they become more independent in recording what they have read in their reading records. 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.

Approaches to Phonics:

The teaching of phonic skills in Foundation Stage and Key Stage one is embedded within English teaching in each class. Additionally, there are discrete Phonics lessons throughout the week that comprise of learning different graphemes and phonemes. During these sessions, pupils are also explicitly shown how to apply their developing skills to their writing.

Throughout Foundation Stage, early phonetic awareness is promoted and developed through daily activities and routines such as listening games, shared reading and singing. Pupils are encouraged to identify familiar letters in their name and hear sounds they are making. In Reception and Key Stage one, phonics is taught in daily timetabled sessions. Pupils are taught to segment and blend words and apply their learning for reading decodable and tricky words. A wide range of activities are used by teachers to help children achieve the goal of fluent word recognition.

Approaches to Writing:

We aim to develop our pupils' abilities to produce well structured, detailed writing in which meaning is made clear and which engages the interest of the reader. Formal structures of English, grammatical detail, punctuation and spelling are taught throughout the school. Teachers model writing strategies, phonics and spelling strategies through shared writing sessions as well as guided writing sessions with smaller groups to target specific needs of individuals. We also aim to use these sessions to provide pupils with the skills of how to compose, evaluate and edit their writing independently so that they are becoming critical readers of their own writing, checking for accuracy, meaning and cohesiveness.

Pupils are frequently given opportunities to write in length in extended independent writing sessions during English lessons for a range of purposes and audiences. Teachers will also seek to take advantage of opportunities to make cross-curricular links so that extended pieces of writing can be completed in topics other than English, allowing the pupils to use and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Extended writing is expected to be produced in all areas of the curriculum, particularly Science and Topic to showcase the pupils' transferrable English skills.

At Marlborough Primary School, English is taught using 'The Power of Reading'. This involves teaching English with a focus on high quality, challenging texts that are engaging and easily accessible to all children. Children have the chance to engage with a variety of texts such as novels, poetry, picture books, narrative poems and classic stories. They are given opportunities to engage with the text through art, drama, hot seating, role on the wall and verbal debates as well as collaboratively generating vocabulary to be used in their own writing.

Approaches to Spelling, Punctuation and Grammar:

At Marlborough Primary School, we believe that Grammar is most effective when taught in the context of reading and writing; either in the context of the linguistic demands of a particular genre or the writing needs of a pupil. We

take a pragmatic approach to the teaching of grammar and believe effective grammar teaching takes place in meaningful contexts.

To be able to spell correctly is an essential life skill. We want our pupils to become fluent and effective writers; and we believe accurate spelling plays an important role in achieving this. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's creativity. We aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words. Spellings are taught and tested weekly and used to enrich pupils' vocabulary.

Spelling strategies need to be taught explicitly and applied to high-frequency words, cross-curricular words and individual pupils' words. Proofreading should be taught during shared and guided writing sessions and links should be made to the teaching of handwriting.

Approaches to Handwriting:

Handwriting begins in the E.Y.F.S with mark-making and patterns. All pupils are given access to a wide range of writing tools and mediums to practise the early fine motor skills. The needs of left handed pupils, or those with physical difficulties are also taken into consideration and where necessary accommodated with resources or specific intervention.

Pupils are encouraged to develop fluent lines of correctly orientated letters from an early age and emergent writing is encouraged. We believe that discrete handwriting sessions where children's formation and pencil grip can be readily overseen should take place at least once a week and more frequently in the foundation stage. Correct posture and positioning of paper or books are also emphasised during these sessions. Letter formation and handwriting is taught and modelled using a range of resources.

The national expectation at the end of year 6 is that children will join their handwriting. This begins in year 2 with discrete lessons following a clear scheme of progression. As the pupils move up through the school, they are encouraged to think carefully about the presentation of their work and to develop clear, legible and fluent handwriting.

Approaches to Speaking and Listening:

To develop our pupils as speakers and listeners, we provide them with opportunities to express their ideas to a range of audiences. Teachers plan activities such as group and whole class discussions, drama, role play and hot seating to enable pupils to fully use and apply these skills. They are encouraged to listen carefully during discussions and respond appropriately, creating links between what they heard and the point they are about to make. We support pupils to understand how to adapt their speech to different situations and they are given opportunities to evaluate and reflect on their own speech. Teachers encourage pupils to use the vocabulary and grammar of Standard English whenever appropriate by modelling this during daily interactions with them.

Learning environment:

Our classrooms and displays are seen as learning tools; we encourage our pupils to use the working walls and challenge areas as an effective resource to support them in their learning. Using the learning environment, all skills are transferrable and learning is applied across a range of contexts, ensuring intrinsic links between reading, writing, phonics, grammar, spelling and punctuation are made and pupils are regularly given time to consolidate learning. Through the learning environment, children are empowered and supported to build independence when working.

Assessment, target setting and record keeping:

Teachers assess pupils' work in English in three phases. The formative assessments that teachers make as part of every lesson helps teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. These are detailed evaluations, which are annotated on the Power of Reading plans daily and used to inform future planning.

Pupils complete a 'cold task' at the beginning of a unit and a 'hot task' at the end of a unit. Teachers use these assessments to measure the progress made from the beginning of the unit and against the Key Performance Indicators – these are also used to help them plan for the next unit of work. Writing is assessed against a personalised success criteria created by the class teacher which is tailored to that particular genre.

Marking in English is in accordance with the school's Marking Policy. Pupils undertake the national tests at the end of Year 2 and Year 6.

Inclusion:

Every pupil is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. Teaching and learning in the school ensures that all children are set suitable learning challenges. A broad range of teaching styles are adopted in response to diverse learning needs. We make every effort to overcome potential barriers to learning and assessment for individuals and for groups of children. We aim for Marlborough Primary School to be an ideal learning environment for nurturing and developing the whole child.

Equal opportunities:

We have high expectations for all children. Our aim as a school is to ensure that all children have equal access to a rich and rewarding curriculum for English, and that they experience this curriculum in ways that are appropriate for their needs, regardless of gender, ethnicity, or any other determining factors. This school is actively promoting equal opportunities by tracking groups causing concern. Consequently, we make use of a suitable range of learning activities, teaching strategies, educational materials and ICT aids to meet the needs of every individual learner. Every effort will be made to ensure that the methods and materials used are free from prejudice or bias against any particular group. Resources will actively promote an awareness of the diverse nature of the world around us.

Pupils for whom English is an additional language are supported in their use of English and will be given opportunities to make use of their home language to assist their learning and to add to the resources of the classroom.

Role of the subject leader:

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

- monitoring and evaluating English
 - pupil progress and analysis of data,
 - provision of English, ensuring the breadth and balance of the curriculum,
 - English across the curriculum,
 - the quality of the Learning Environment.
- taking the lead in policy development;
- auditing and supporting colleagues in their CPD;
- purchasing and organising resources;
- reporting to governors and SLT;
- guidance support and training for parents and carers;
- keeping up to date with recent English developments.

Staff development:

At Marlborough Primary school, staff development is undertaken in the following ways:

- By identifying areas for development during Performance Management reviews (personal development).
- In the School Improvement plan (whole school development).
- By discussion with the Head Teacher and/or co-ordinator.
- By making staff aware of relevant courses.
- By observation and feedback.
- By whole school INSET.
- By visits to leading literacy teachers when appropriate.

Role of the parent/carer:

At Marlborough Primary school, we encourage parents to support their child's learning in many ways:

- By attending the school parents' evenings which are held twice a year to discuss individual progress and targets for the future;
- By monitoring Reading Records and checking that they are being used at home;
- By reading with their child daily.

