



Sheep Dip Lane  
PRIMARY SCHOOL

# English Policy

September 2019

SHEEP DIP LANE PRIMARY SCHOOL  
SHEEP DIP LANE

Status	Statutory
Governing Body Committee	School Improvement Committee (SIC)
Responsible Persons	Mrs F Parish - Head Teacher Miss D Barker -Assistant Head Mrs M Steeper - Middle Leader Mrs G Matthews – Class teacher
Date the policy was agreed	September 2019
Review date	September 2020

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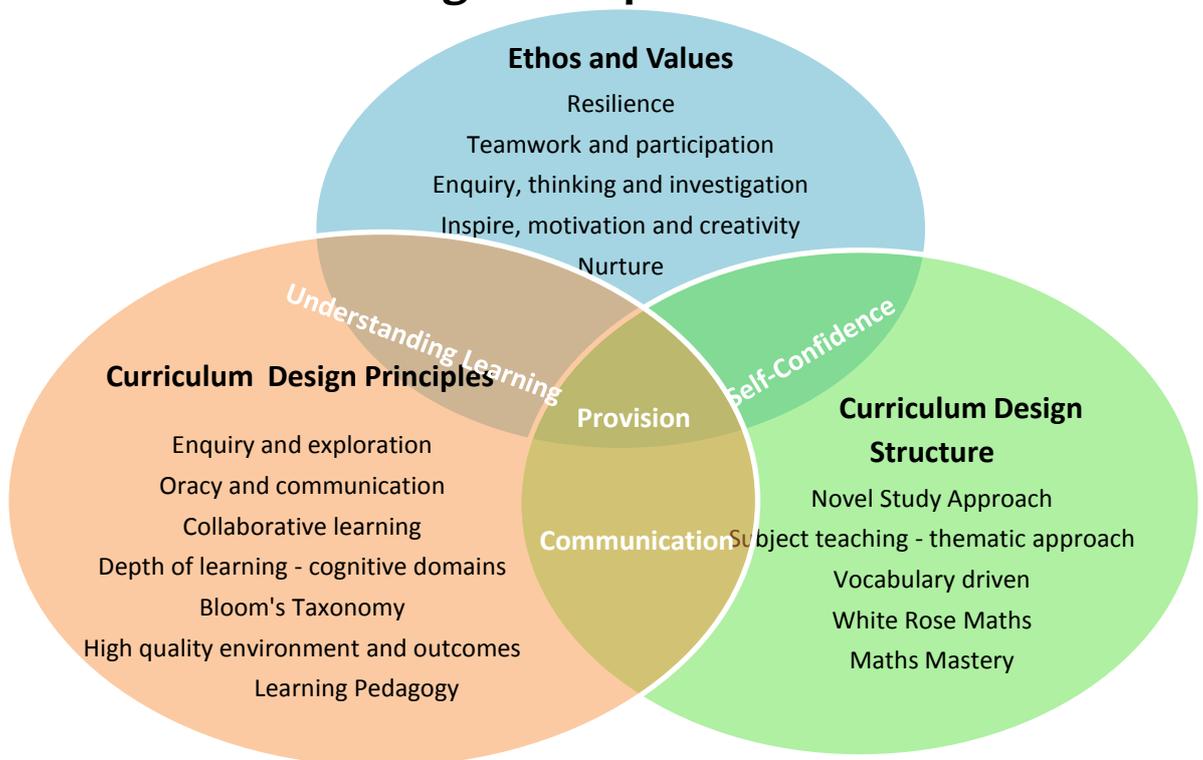


## Sheep Dip Lane Primary School: English Policy Reviewed: September 2014, August 2016, October 2018, September 2019

**Linked Policies:** Schools Complaints Procedures, Equalities Policy  
Child Protection Safeguarding Children Policy, PHSE Policy

### ENGLISH POLICY

## Our Curriculum Design Principles and Structure



### **Ethos and Values**

At Sheep Dip Lane Primary School the curriculum has been designed to:

Recognise and build on children’s prior learning, provide first hand experiences, allow children to develop the skills, knowledge and values they need to embrace the opportunities and challenges they face; to enable them to be create the future World they want to live in.

Recognise every child as a unique individual, celebrate and welcome differences within our community.

Develop with children their ability to learn, underpinned by the teaching of basic skills, knowledge, concepts and values.

Bring learning to life through real life contexts and experiences with provision that uses enhancement opportunities to engage learners.

Enable children to feel safe and happy, have opportunities to enquire, explore and investigate in order to be highly motivated and develop a love for learning.

Use learning pedagogy that promotes positive attitudes towards learning.

It is our vision that we thrive together and are part of a great close knit community. Our curriculum enables us to celebrate local traditions and play an active role in respecting and supporting each other through community events so that children leave Sheep Dip as active citizens who can make appropriate decisions, evaluate situations and have the characteristics to make meaningful contributions to the society in which we all live in.

At Sheep Dip Primary School we recognise the challenges our learners often face, which makes it essential that we our enabling the children we serve to proactively change the world through learning. We understand that employers are calling for education to expand its focus beyond the tradition cognitive domain. Our school curriculum must emphasise **teamwork, resilience, creativity, self-motivation** and **mindset**. Children will need to develop skills that are not yet considered crucial to current jobs today – such as **persuasion, emotional intelligence and teaching others**. In essence technical skills will need to be supplemented with strong social and collaborative skills.

***At the heart of our design for learning, is the need to ensure our children see themselves as citizens of the world, members who contribute to local, national and global issues which may impact on their lives.*** We see our curriculum as a vehicle for connecting with the bigger cause. This means we enable our pupils to form meaningful relationships with their learning, see patterns and apply skills into a context where learning can make a difference. This will ensure that our pupils see that their learning has human significance. They will understand that their global learning is relevant to future decisions and the active contribution they can make to the world.

### **Rationale**

At Sheep Dip Lane Primary School we believe that English is central to all areas of the curriculum. It is essential for communicating ideas, needs, feelings, thoughts, experiences, observations and expectations. We believe that a language rich environment will motivate children to develop as communicators. We believe that there is no one-way to develop children's linguistic skills and we use and encourage different strategies and structures.

We believe that to become confident users of language children need to be able to speak, read and write and read Standard English with fluency and accuracy.

This English policy covers reading, speaking and listening, writing and spelling punctuation and grammar. Teaching should ensure that work in reading, speaking and listening and writing is integrated across the whole curriculum.

### **Aims**

To develop all areas of English.

To value the power of talk throughout school.

To extend and enrich vocabulary and communication skills in a rich stimulating literate environment.

### **English Curriculum Planning**

English is a core subject in the National Curriculum. We use the National Curriculum as the basis for implementing the statutory requirements of the programme of study for English. Our yearly teaching programme identifies the key objectives in literacy that we teach to each year group. We ensure long, medium and short term planning meets the needs of all children and deliver daily literacy sessions for phonics and reading, writing and spelling. In addition we plan and teach a discreet grammar session weekly.

We have school developed processes for teaching and learning in writing, reading, grammar and spelling (see individual guidance below).

### **Reading at school**

At Sheep Dip Lane we want our children to become enthusiastic, engaged readers and to develop a life-long love of books. We introduce the children to a range of good quality fiction, non-fiction and poetry books through our whole-class, core-text approach to teaching reading, and during their weekly guided reading session.

In the early stages of reading, we teach children to decode words using phonic skills as their main approach with the letters and sounds approach, alongside we teach sight reading of high frequency words. Once grasped, the focus for developing reading is on understanding and comprehension. Your child will read with their class teacher once a week during their 1:1 session, in guided reading and then independently supported by teacher set activities during the rest of the week. Children also participate in shared reading lessons which focus on the core text of their topic. We have daily story reading sessions in each class.

### **Reading Buddies**

Each week our older children have a buddy session with younger children to share books, model expression, fluency and talk about the images and text. Alongside this we have a weekly community library session and class session in our special school library. Each class has a library loan box where children can loan a book to read inside school or at home. We have a range of reading enjoyment activities including reading cafes, comic café and parent workshops.

### **Reading café**

Once a half term (or more frequently dependent on key stage) parents will be invited into school to share a book with their child in our reading café. Children share their favourite texts, biscuits and juice with their family. This also allows time for parents and carers to speak to class teachers for end of year expectation information.

### **Assessment**

Each half term teaching staff ensure that a range of methods are used to assess/check each child's reading ability to support planning and target setting to enable all children to make good progress in reading and reach age expectations or better. These include: running record/miscue analysis, comprehension checks, reading band check, sight vocabulary checks, fluency rubric and non-standardised assessments (Hodder reading age/published age assessments). The summative assessments are moderated and compared to class track information and assessments and interventions are put into place for support if needed for a child.

We use reading incentives and awards to recognise children's reading achievements.

### **Reading at home**

Developing readers will bring home levelled books - according to their stage of development. Independent readers will bring home a self-selected book from their class reading corner. Please encourage your child to change their book regularly so they can read each evening; speak to the class teacher if this is not happening. Up to turquoise book band we encourage our children to re read books three times – first read for decoding, second read for comprehension and the third read for fluency.

We ask that your child reads at home at least 3x per week with yourself in order for them to read aloud and to give you the opportunity to discuss the books with them. We thank you for your cooperation in helping your child to develop a life-long love for reading. Your support is hugely important for developing their reading skills, confidence and understanding. Even if your child is an independent reader, it is still important for you to read with them, listen to them and discuss the books they are reading.

### **How to support developing readers at home:**

- Try to listen to and read with your child regularly, 10 minutes a day is better than a longer session once a week. It can help if a regular time is set aside so that it becomes part of a routine.
- Find a quiet place to share books where you can feel comfortable and relaxed – learning to read needs to be a positive experience - build their confidence by praising their efforts.
- Encourage your child to have a go at reading words, by using phonic skills to read any unfamiliar words, and by working on building up their sight vocabulary.
- Talk about the meanings of words to help to develop your child's understanding and use of language.
- Encourage your child to read a range of texts such as stories, newspapers, comics, labels, poetry, non-fiction, tickets, signs, leaflets etc.
- Read books to your child as well; if they see you enjoying a book it will encourage and motivate them to want to learn to read.
- Ask them questions about the text to develop their understanding.

### **Questions to Develop Understanding:**

Where/when does the story take place?

Who are the characters in the story?

What happens in this part of the story?

Tell me one/two things that the main character does in this part of the story?

Can you retell the story using your own words?

Tell me what this character was like?

Tell me the most interesting/ exciting/ funniest/ your favourite part of the story? Why?

What do you think the character feels about...? How can you tell?

What do you think would have happened if...?

What do you think is going to happen next?

Which part of this book did you like best/least? Why?

How has the author used words/phrases to make this character funny/ sad/ clever/ frightening/ excited etc?

Why is ... a good title for this story/book/chapter/play?

Do you know any more stories like this? Tell me how they are alike.

Do you know another story with similar characters in? Tell me how they are similar.

What do you think this story is trying to tell us?

Has anything like this ever happened to you?

### **Non Fiction**

Tell me two things you found out that you didn't know before.

What does this part of the text tell us about ...?

Which part of the text tells us about ...?

Why are some words in bold?

How does this text/ layout help the reader?

How does (a diagram/picture/caption) help you to understand the information on this page?

If you have any questions or would like any further support please speak to your child's class teacher.

### **Grammar, Spelling and Punctuation**

The school uses formative assessment of writing which then then informs further grammar lessons. Where possible these support the writing process and wider curriculum.

Children have weekly spellings to learn which they practice daily. We use the Read Write Inc spelling online programme to support teaching and learning in Yr2-6. They are taught spellings linked to patterns and common rules as well as red and orange words which cannot be phonetically learnt. Children in Year 1 follow

a spelling programme created by school which is similar to the RWI programme. In EYFS, children are taught to use phonetics to spell words and are also taught the correct spellings of HFW.

### **Assessment**

Assessment - Each week Y1-6 children are assessed against the weekly spelling list and this is marked by staff and reported back to parents/carers along with the next week's spellings every Monday. Spelling test results are tracked half termly and shared with parents/carers, SLT and Governors to inform next steps.

Teachers also assess pupils' work on grammar and use this to feed into future planning. Summative assessments are moderated and entered onto O track data system. School in addition uses published non-standardised assessments to track progress against age expectations and set targets and planning to enable good progress for each child.

Children are actively involved in their own assessments through Assessment for Learning (AFL). The children are involved in reviewing and setting up their own targets in peer/small group.

### **Links of English to other areas**

The skills that children develop in English are linked to, and applied in, every subject across our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school.

### **Writing**

At Sheep Dip Lane we want our children to develop the knowledge and skills to be confident writers. We use a core-text approach to teaching writing and link opportunities to their half termly curriculum themed topic or real events to ensure writing has a purpose and is exciting.

In the early stages of writing, we teach children to write phonetically as they build their understanding of letters, their shapes and that they can represent words for labelling/names/stories/poem. Alongside this, we teach the spelling of their name and sight vocabulary. We use Talk For Writing to help children to develop their writing skills to simple captions and beyond. Once grasped, the focus for developing writing is on understanding and composition. Your child will write daily with their class teacher and also independently supported by teacher set activities during the rest of the week. We develop our writing process in a specific way using a range of approaches including Big Writing, Talk for Writing and Alan Peat's sentence types.

### **Aims**

- To enable children to develop as independent and competent writers.
- To build children's confidence in their ability to write for a range of purposes and audiences.
- To ensure equal opportunities and access to the writing curriculum for all children.
- To provide a range of stimulating experiences for the children to respond to.
- To encourage them to write with interest, commitment and enjoyment.

### **Objectives**

What we are doing to help children to become competent and confident writers:-

- To provide a stimulating literate environment which encourages children to write for a range of purposes and audiences, adapting their vocabulary, style and structure as appropriate.

- To provide opportunities for quick writes, shared, guided and collaborative writing.
- To encourage children to revise, edit and publish writing through the use of ICT.
- To provide socio-dramatic play opportunities to help children become competent, independent writers.
- To teach grammar, punctuation and spelling strategies through word, sentence and text level work and the Read Write Inc programme in KS1. For children to apply this independently in their written work.
- To provide a range of strategies for the teaching of writing including; modelling, scribing, shared writing, paired writing, quick-writes and the VCOP approach. We also have been trained and use Pie Corbett's 'Talk for writing approach' across school for both narrative and non-narrative genres.

To support teachers in the Teaching and Learning process please refer to Sheep Dip Lane's English Approach document.

Review: This policy/plan will be reviewed annually

Policy Agreed:

Signed Head teacher:

Signed: Chair of Governors:

Policy to be reviewed in Autumn 2020