

Policy Title:	English Policy
Date Policy written:	May 2018
Date Policy shared:	May 2018
To be reviewed:	May 2020
Reviewed by:	Governors

### **Introduction**

This document outlines our ethos, principles, aims and strategies for the teaching and learning of English at Colliers Green CE Primary School. It gives guidance for the planning, teaching and assessment of English set within the context of the National Curriculum.

We aim to foster a love of literature through reading and we encourage the use of ambitious texts to enhance speaking and listening opportunities, and the teaching of writing. Discreet spelling and grammar lessons develop the skills necessary to write fluently and accurately across all areas of the curriculum.

### **Aims**

In line with the 2014 National Curriculum for English we aim to ensure that all pupils:

- Speak confidently and listen attentively in a wide range of situations.
- Develop pupils' understanding of spoken and written language so that they become enthusiastic, responsive and knowledgeable speakers, readers and writers.
- Develop a love for reading, becoming fluent readers from an early age, decoding accurately and developing comprehension skills.
- Can write competently for a range of purposes in a variety of genres.
- Develop fluent and legible handwriting.

### **Outcome for pupils**

Pupils should:

- Use speaking and listening to explore texts, and embed themes and genre specific language through oral retelling, debate and drama opportunities.
- Read for pleasure and with understanding a range of fiction and non fiction texts, developing their knowledge of grammar conventions.
- Write clearly and imaginatively, adapting style and language to suit purpose and audience.
- Understand the phonic system and spelling conventions, using them to read and spell accurately.
- Use and apply knowledge of formal grammar conventions.
- Use a range of punctuation appropriate for age and stage, re-reading work to ensure accuracy and making amendments when necessary.
- Use discussion and debate to elaborate and explain clearly their understanding and ideas.

### **Planning**

English is planned to link subject areas together and to ensure coverage of the National Curriculum objectives for each year group. Weekly planning provides more detail and ensures a variety of rich learning opportunities. Planning is adapted to the needs of the class, based on formative assessment by the class teacher. Planning must include clear learning objectives and steps to success should be shared with pupils in lessons.

## Teaching and Learning

High quality lessons will include:

- Opportunities for speaking, listening, reading and writing.
- Opportunities for oral rehearsal of ideas before writing.
- Use of talk partners to share and develop pupils' ideas.
- Strong subject knowledge of teachers in phonics, grammar and spelling rules.
- Working walls which reflect the current learning in class.
- Rich vocabulary being demonstrated by teaching staff and pupils will be encouraged to take risks with vocabulary.
- Spelling displays evident in classroom, and pupils will have support through these displays and individual word mats.
- Early Years enjoy quality shared texts, retell stories and use their emerging phonic skills to access shared reading.
- Mark making and emergent writing are encouraged through both adult led input and child initiated activities. There is provision for indoor and outdoor writing opportunities and full use is made of current interests within the class to extend writing opportunities as and when they arise.

## Reading

We want to inspire a love for reading within all of our children; reading underpins the teaching of English and enables pupils to succeed in all areas of the curriculum.

**Phonics** – We use Read, Write Inc to provide a solid foundation for the acquisition of phonics knowledge within Reception and Key Stage One classes. Children take books home matched to their level of ability and these books help to consolidate the phonic skills taught as well as introduce new vocabulary, and to build fluency.

The children are assessed termly using the RWI phonics assessment tests and this knowledge is used to ensure that children are in the most appropriate phonics group for their needs.

**Guided Reading – Foundation /Key Stage One** The children read from the RWI scheme and then from appropriate phonic based reading books ( which are levelled according to the children's ability)

**Key Stage Two** – Guided reading either takes the form of whole class guided reading, with the class teacher or the teaching assistant reading a higher level text and guiding the children's comprehension of the book through targeted questions, modelling of inference and deduction skills as well as the use of prediction, summary and discussion of new vocabulary.

The class teacher can also decide to work the class in small group guided reading where texts are matched to the ability of the group and children work with the class teacher and teaching assistant to both read and discuss the texts developing the above skills.

**Reading at home** – Reading at home is encouraged throughout the school and children have a reading record book where comments from both pupils and parents are recorded. Parents are encouraged to share books with their children as often as possible and children are encouraged to read daily.

World Book Day is celebrated each year within the school through a range of different activities and the travelling book shop is organised to coincide with this.

### Assessment

Reading progressed is monitored and tracked regularly by class teachers, using target tracker to update records termly. All children within key stage one and two are also assessed, using the Schonell reading age test, three times a year. Teachers discuss reading progress with children in school, and with parents during parent evenings which take place twice during the academic year.

### Phonics Screening test

All children in year one take the phonics screening test at the end of the academic year. Children who do not pass follow a structured programme in year two and retake the test at the end of year two.

**Formal Statutory Assessments** – these will take place at the end of year two and the end of year six

in line with National guidelines to assess attainment in Reading – this will be a comprehension test based on fiction and non-fiction texts.

### **Writing**

**Foundation stage** Mark making and emergent writing are encouraged through both adult led input and child initiated activities. There is provision for indoor and outdoor writing opportunities and full use is made of current interests within the class to extend writing opportunities as and when they arise. The children use their emergent phonic skills to move from mark making, to initial sounds, end sounds and finally phonically correct sounds within words. Children are always encouraged to say a sentence before writing it down, and to develop their own imaginative ideas for writing.

### **Key stage one and Two**

Shared writing takes place within a planned series of lessons. The teacher models a genre of writing, and takes ideas from the children to improve it further. There are opportunities for sharing ideas and evaluation of the writing, as well as modelling of improvements.

Independent writing takes place within each type of genre taught and children are encouraged to show what they have been taught.

Key Stage Two children use purple polishing pens when proof reading and editing their work.

Writing is used across the curriculum and opportunities for extended writing are made use of within topic, science and RE.

### **Spelling**

We follow the National Curriculum requirements for each year group as set out in English Appendix 1: Spelling

**Key Stage One** – Children are taught phonics daily through the Read, Write inc scheme, which gives opportunities to practise phonemes/graphemes and gain knowledge of spelling patterns and strategies. Word banks are created to support independent writing.

**Key Stage Two** – Read, Write inc “Get Writing” books are used within Key stage two to teach discrete spelling lessons which support the development of spelling patterns within class. These spelling patterns are then built upon within wider English lessons. The children are also taught how to spell irregular high frequency words which are within the 2014 curriculum spelling appendix.

Children in Key Stage Two discuss the meaning of words, roots, suffixes and prefixes in line with the expectations for that year group.

Spellings are set each week as part of homework.

**Assessment** - All children within Key Stage One and Key Stage Two are assessed three times a year using the .....spelling scheme.

In order to track in year progress effectively in English, teachers regularly mark work and provide pupils with both verbal and written feedback. Pupils are required to respond to marking to ensure improvement and progress. The progress of all pupils is carefully monitored and discussed within termly pupil progress meetings.

### **Punctuation and Grammar**

We follow the National Curriculum requirements for each year group as set out in the English Appendix 2: Vocabulary, Punctuation and Grammar.

Pupils are taught discrete grammar or punctuation lessons to consolidate key areas and this is applied through daily modelled writing and independent writing throughout the curriculum.

### **Handwriting**

**Foundation stage** – Children are encouraged to form their letters following the handwriting scheme in Read, Write Inc. They use a multi-sensory approach to create letter shapes and link these with

sounds and rhymes. They are encouraged to adopt a comfortable pencil grip, triangular pencil grips are used to encourage the grip if required.

**Key Stage One** – Children begin joining their letters at the teacher’s discretion. Their letters should be of consistent size and correctly formed. Handwriting lessons take place in class weekly??

**Key Stage Two** –Children continue with weekly handwriting lessons as well as building on the correct joins, a legible style and size of letter is encouraged. Pen licenses are given by the class teacher when handwriting is neat and consistent.

#### Differentiated and Special Educational Needs

Our SEN policy applies to all subject areas and should be read alongside the following information:

- Teaching is organised to enable all pupils to access high quality learning opportunities.
- Tasks are adapted as necessary.
- Interventions are planned to support children who need more support to meet age related expectations.
- Children are provided with a range of support , such as: task boards, word mats, sand timers, writing slopes, pencil grips

#### Equal Opportunities

All pupils will have equality of opportunity to reach their full potential across the curriculum regardless of their race, gender, cultural background, ability or physical disability. Our Equal Opportunities Policy and Racial Equality Policy apply to all subject areas. Where appropriate, teaching materials, and individual group activities should reflect the cultural and ethnic diversity of society. Stereotyping, in terms of ethnicity, race and gender is not permitted, and pupils’ progress is monitored closely, ensuring that no child is disadvantaged. Equally, a child’s religious beliefs and cultural differences should always be respected. See our Equal Opportunities Policy for further details.