



English Policy

Intent

This policy for English recognises the vital importance of language in enabling children to access the whole curriculum.

We support the confident development of oral skills:

- to listen attentively and respectfully
- to speak clearly, confidently and purposefully

reading:

- to read with enjoyment
- to be interested in books
- to evaluate and justify their preferences
- to develop powers of imagination, inventiveness and critical awareness

grammar, spelling, and writing:

- spell words correctly in the course of their writing
- build on the knowledge of spelling patterns
- build up their own word bank through the use of word books and dictionaries
- develop an awareness of the common rules of spelling
- to understand the rules of grammar and syntax
- to write with confidence, fluency, understanding and enthusiasm
- to plan, draft, revise and edit their own writing

We believe that the rapid acquisition of phonic understanding from EYFS is an essential precursor to developing literacy, and that continuity throughout the school is fundamental to the successful progress of pupils in reading.

We believe that teaching literacy through other subject areas is key to the children's learning and enjoyment, and fosters understanding of the purpose of different genres of reading and writing.

We believe that supporting children to take control and ownership of their reading and writing is essential to secure their enthusiasm and commitment to progress and achievement of high standards.

Implementation 1 (Speaking and listening)

Children are given a variety of contexts and situations in which to build up their oracy skills, powers of concentration, and develop their confidence as they progress through the school.

These include; (subject to limitations of Covid)

- listening to and telling stories
- shared and group reading
- performance poetry

- music
- drama
- conversation and discussion
- use of Kagan structures for discussion and learning
- show and tell
- visiting speakers
- visiting theatre groups
- visits to theatres
- participation in assemblies and church services
- radio, tv and video programmes
- participation in class and whole school productions
- formal debate
- participation in school council, eco committees and other forums

Each child at KS2 is required to make a short presentation each year to their class and to answer questions raised.

Implementation 2 (Early reading and phonics)

In order for children to become successful independent readers, they need to develop a range of skills and knowledge

- recognition of graphemes
- knowledge of phonemes used in English
- ability to make links between stories and illustrations
- familiarity with syntax of English
- familiarity with different genres
- good comprehension of a rich vocabulary
- visual memory
- auditory memory
- prosody
- fluency

Reading is taught through the interaction of the following four aspects: rapid acquisition of phonic understanding, developing an understanding of context, word recognition and grammatical knowledge.

It is specifically taught through

- the use of the Little Wandle Letters and Sounds programme systematically and consistently across the school from Class 1 on
- routine word level work using Vocabulary Ninja
- Taking a library book home to share with family for a week in Classes 1 and 2
- formal literacy lessons including shared and guided reading and word level work.
- independent reading practice at school and at home
- cross curricular work, particularly with reference to the development of their skills at skimming and scanning and note-taking

Reading books are banded and extend from the early stages of reading to a reading age of 12+. The books include a wide range of genres in both fiction and non-fiction.

Extensive and effective use of made of the Education Library Service to supplement provision in school, and to support cross curricular learning.

Implementation 3 (Reading for Purpose and Pleasure)

Staff are very well read and well informed about children's books, and effectively recommend titles and engage with children's authors.

Each class has protected periods of time each day for sharing stories or poetry for pleasure.

We encourage parents and grandparents, especially men, to share stories with the children, to encourage the development of male role models as readers.

Book buddies; in normal circumstances, after half term in the autumn term, children from Class 1 are paired up with a child from Year 4 as a book buddy. Time is then found for the children to share a book together and other projects are developed to support this link, including writing stories for different audiences. This relationship can then continue throughout the child's time in KS1. This permits older children to become reading role models for younger children.

Implementation 4 (Spelling)

Spelling is taught through differentiated grouping of the children across the whole school, following the phases of Little Wandle Letters and Sounds, developing links to spelling patterns included in the Y3/4 and Y5/6 list.

Children who experience difficulties with spelling are quickly identified and supported with an individual programme on Nessy and small group intervention.

Children are expected to be using a word book to support some of their writing by the end of the Foundation Stage. This word book continues to be used as their personal dictionary in Key Stage 1 and Lower KS2. Older children make their own dictionary or word relay book, in which they are expected to write any misspelt words from their written work.

Implementation 5 (Writing)

Writing is taught every day, within every class, either in a cross curricular way, or specifically at text, sentence and word level, or in differentiated phonics groups, by means of

- whole class teaching including focused analysis of written text and modelling
- group work including mind mapping, planning and discussion
- discrete grammar lessons supported by the progression in Hamilton Trust planning, with some modification due to mixed age classes (ie; apostrophes are not taught until Class 4)
- paired work, including short whiteboard tasks, as well as collaborative story writing
- independent work

Planning is supported by Hamilton Trust plans, supplemented by Literacy First units and CLPE units linked to specific titles or topic. Elements of Writing for Pleasure's community of writers are incorporated in Classes 4 and 5.

The focus for all writing tasks is firstly the audience, then the purpose.

Cross curricular links are made whenever possible, to give context, enhanced purpose and meaning to the writing.

Focus texts are chosen with care to ensure that they appeal to all children and will stimulate interesting writing, and extend children's vocabulary, generally supporting a week's planning in Foundation Stage, and 2-3 weeks work in KS1/KS2.

Producing writing for publication is a key part of the writing process. Written work is routinely shared with other classes and celebrated in assemblies. Book-making is an integral part of the teaching of writing and each child will generally make at least one book per term, as well as contributing to whole class anthologies and publications.

Impact

By the end of KS2, we expect basic skills in literacy to be secure and that most children will achieve the expected standard or above in all areas of English:

- read with confidence, fluency, understanding and enjoyment across a wide range of genres
- write in a fluent, legible and joined style
- listen attentively and respectfully
- speak clearly and purposefully
- plan, draft, revise and edit their own writing
- write accurately on screen

Assessment

Assessment for learning takes place routinely within the class setting.

Children are assessed each half term from the beginning of Class 1 for progress in phonics, with early identification of individual children who need additional support.

Children are given words to learn as spellings, and tested weekly in KS1 and KS2, and progress is tracked termly using the SWST test. Weaker spellers are identified early, assessed against the top 300 words list and given individual tailored support as appropriate.

Reading is assessed by means of PM benchmarking regularly in KS1, and Year 3 and beyond, as required. All readers are assessed regularly as part of guided reading and individual reading sessions using Insight tracking.

Writing is assessed against age related expectations using Insight tracking each term and moderated regularly throughout the year within school and within the cluster. Children are aware of their areas for improvement through peer marking, oral feedback, collaboration and written feedback when appropriate.

Monitoring

The subject leader is responsible for development and evaluation of the English curriculum to ensure a coherent, consistent and progressive literacy strategy for our school.

This includes:

- helping teachers with planning
- reviewing and updating policy as necessary
- observation of lessons and feedback
- analysing results of assessments to identify whole school strengths and weaknesses and action planning as a result of this

Samples of written work are collected from each year group in all classes to give an overview of coverage, attainment and progression.

Equal Opportunities

All pupils must have equal opportunities to reach their full potential across the English language curriculum regardless of race, gender, cultural background, ability or any sensory or physical disability. Classrooms are managed taking account of these issues, and curriculum materials which are not biased are used.

SEND

Early identification of children with SEND is essential to ensure these children maximise their potential across the curriculum. Adaptations are made to accommodate specific needs of individual children as appropriate.

Interventions are tailored to the individual needs of the children from the earliest point of assessment and monitored regularly and specifically.

Subject Development

It is the responsibility of the subject leader to keep up to date with developments and issues in English education and to advise and inform colleagues as necessary. The subject leader will attend appropriate INSET and feed back to staff. They will also identify suitable CPD courses for other members of staff.

As appropriate, the subject leader will investigate and arrange visits from authors, theatre companies and other specialists in consultation with the head teacher.

Resources

The subject leader is responsible for the management of the school library resources, guided reading books and the individual reading scheme.

Books are colour coded according to the book banding scheme.

A selection of reference and resource books are kept in the staffroom, the egg box and in individual classrooms.

The Education Library is used regularly and routinely to top up class libraries and to support non-fiction reading across the curriculum.

IT/Computing

All pupils have regular and routine access to PCs and iPads, developing word processing skills and editing/publishing skills in line with the requirements of the National Curriculum. They each have a personal space to store their work online and in school.

Children use interactive whiteboards, internet, digital cameras, TV and film resources as well as a wide range of other programmes to develop their literacy skills.

Audio resources are used throughout the school to support children's learning.

Reviewed 25.5.2022