



ENGLISH POLICY

2018

Purford Green Primary

Part of the Passmores Co-operative Learning Community

The Contribution of English to the School's Curriculum

At Purford Green Primary School we recognise the crucial importance of studying the English language. Improved performance at reading, writing and spoken language will enable our pupils to express their thoughts and ideas more fluently, accurately and, ultimately, to their greater satisfaction. This will also help them to deal more successfully with other curriculum subjects, while enriching their lives beyond school. The teaching and learning of language skills are, therefore, given a high priority in our school and where possible the creative curriculum and ICT will be used as tools.

Our overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. We aim for our pupils to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Statutory Requirements

Purford Green Primary school follows the National Curriculum for English and Development Matters in the EYFS in the teaching of English, adapting them where necessary according to professional judgement.

Curriculum Delivery

- In EYFS through to Year 6, children are taught English within their classes.
- Through differentiation and the support of Learning Support Assistants, all children will receive high quality teaching and appropriate support in order for every child to reach their full potential.
- Children may receive additional support if necessary outside of the English lessons. Children who have SEND may also be withdrawn in order to receive intervention that focuses on the child's more specific individual needs.
- A clear lesson objective and success criteria are a feature of all English lessons. English working walls are used to support learning in the classrooms.
- Evaluative marking is used and formative and summative assessment informs planning.
- The use of computing enables children to use and apply their developing skills in English in a variety of ways. We encourage children to use ICT as a resource for learning, whenever appropriate.
- We provide a rich and varied experience for pupils to draw on in their writing and reading skills across the whole curriculum making cross-curricular links when relevant. Children consolidate and apply their reading and writing skills within their topic learning.

Approaches to speaking and listening

The four strands of speaking and listening: speaking, listening, group discussion and drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. We aim for children to be able to speak clearly, fluently and coherently, to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions effectively.

We achieve this by:

- giving our children confidence in themselves as speakers and listeners by showing them that we value their conversations and opinions. We also encourage a respect for the views of others.
- being aware that as adults, we provide a model of speakers and listeners in our day-to-day interactions with them and with other adults in our school. All adults model the use of standard spoken English to children.
- helping them to articulate their ideas and provide purposes and audiences for talk within a range of formal and informal situations and in individual, partner, group and class contexts.
- by providing opportunities to perform to a larger audience, in class assemblies and productions, where children's efforts and skills are acknowledged by staff, parents, carers, visitors and peers.
- by providing a range of experiences where children can work collaboratively and participate in opportunities to reflect on talk and explore real and imagined situations through role play, hot-seating, drama and discussions.
- by developing the children's ability to listen with attention and understanding in all areas of the curriculum and where necessary, asking and responding to questions appropriately

Approaches to phonics

- The teaching of phonic skills is embedded within English teaching in each class.
- In Reception, Year One and Year Two, children have at least one discrete daily phonics session daily.
- Phonics teaching is continued in year 3 for targeted pupils
- We use the 'Letters and Sounds' programme and kinaesthetic actions from the 'Jolly Phonics' Programme to learn sounds.
- Phonics sessions comprise of learning different phonemes and graphemes, practising oral blending and segmenting skills, reading and writing words in isolation and then applying skills into reading and writing sentences.
- Within phonics teaching, children also learn to read tricky words by sight.
- All children are grouped in accordance to their individual needs.

Approaches to Reading

To develop our children as readers we:

- Support children with developing a range of strategies to tackle and read unfamiliar vocabulary in texts
 - Expose all children to a wide range of literature, both fiction and non-fiction
 - Provide literature from a range of different authors from various backgrounds and encourage them to form preferences and opinions on these.
 - Encourage children to use books for information gathering and to develop enquiring minds
 - Promote an enjoyment of reading for pleasure as well as for academic purposes
 - Teach children to read for meaning, developing a good understanding of texts through developing comprehension skills as: summarising, predicting, retrieving, explaining and inferring.
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- Pupils have opportunities to undertake guided, shared and independent reading throughout the school.
 - A diverse range of group reading books and a staged reading scheme are available. We do not use any one published scheme to teach reading, instead we believe that it is important to provide pupils with a selection of reading

books and experiences from different genres and subject matter, therefore we operate using 'book bands' in line with Oxford reading tree complemented by books from other schemes.

- When it is felt appropriate for individual children, they may become 'free readers' and choose their own individual reading books.
- All classrooms have age appropriate reading areas to promote an enjoyment of books.
- Daily home reading is encouraged for all children and is an integral part of the child's development. Children have reading diaries where staff and parents can write comments about children's reading.
- During EYFS and Key Stage One, children are heard read individually by adults throughout the week at least twice a week.
- From Year 2 upwards and through Key Stage Two, children take part in daily guided reading and have a dedicated reading comprehension lesson once a week.
- In year's four to six, all children take part in the 'Accelereader' programme daily where children read and take quizzes to assess their comprehension of texts.
- Children use the school library for independent research and children in years one and two have regular visits to the local library to further encourage a love of reading. Pupils are encouraged to undertake the annual county library reading challenge.
- An annual book fair is also held to further promote reading.

Approaches to Writing

To develop our children as writers we:

- treat children as writers, from the earliest stage, who have ideas that they will want to communicate, building on writing skills they have acquired and their knowledge of print from their environment.
- provide experiences where the children can acquire confidence and a positive attitude to writing.
- develop and sustain writing skills by providing opportunities for children to write for a range of purposes and audiences and in a range of genre types.
- use writing sessions to model writing skills, teaching children how to plan, compose, edit and redraft their writing.

- teach children to become critical readers of their own writing by using self-evaluation and checking their work independently for sense, accuracy and meaning.
- teach grammar and punctuation in the context of children's own writing, as well as through discrete lessons.
- teach children to develop their ability to organise and present imaginative and/or factual writing and poetry in different ways.
- teach strategies for spelling to enable children to become confident and competent spellers.
- Provide opportunities for writing across the curriculum.

Within Literacy units, children are given opportunities to identify features of writing genres by evaluating and analysing texts.

Within the writing sequence, children are encouraged to 'magpie' key vocabulary and phrases that are appropriate to the text type and key writing skills are taught and practised. Teachers scaffold the writing process by modelling the writing of an example text and then children independently write their own, editing and improving their writing as they go.

In years one and two, children write a weekly recount to focus on developing skills in writing and punctuating sentences.

The teaching of Grammar is incorporated into Literacy units and children are also taught this discretely at the beginning of English lessons where appropriate.

Approaches to Spelling

- In Reception and Year One, spelling is taught through the phonics programme and children are taught to spell words using their phonic knowledge and learn to spell tricky words by sight.
- From year two onwards, the school follows the 'No Nonsense Spelling Programme'. This programme is in line with the National Curriculum for spelling. Through the programme, children learn to spell words with particular patterns and learn and apply their knowledge of key spelling rules.
- In Key Stage One and Two children learn to spell a list of common exception words which children are assessed on at different times throughout the school year using different spelling strategies.
- Children are able to access word mats in all classrooms that contain common words to use to support their spelling of words in everyday writing. Children

also use these resources to correct misspelt words in their everyday writing, identified by themselves or by adults.

- As and when appropriate, words are sent home for children to learn to spell and these are then assessed in class. Children may also be asked to collect words containing key patterns or that contain a specific spelling rule to be used within lessons.

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 their early fine motor skills.
- The needs of left handed children, 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.
- Discrete handwriting sessions where children's formation and pencil grip can be readily overseen take place on a regular basis.
- 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.
- Staff use resources from Teach Handwriting.co.uk and a scheme of work 'Teach Handwriting' to teach handwriting.
- Individual formation of letters in a cursive script is taught in EYFS.
- From year one upwards children are taught to use a continuous cursive style.
- Once individual letters are formed and written correctly, children are then taught to start joining their handwriting.
- Our aim is for most children to be joining their handwriting in year two.
- As children move up through the school, they are encouraged to think carefully about the presentation of their work and to develop clear, legible and fluent hand-writing.

Planning

- Teachers refer to the National Curriculum 2014 document to inform long and short term planning.
- The 'Jonathan Bond Planning Toolkit' is also used to support planning.
- Different genres are planned into the yearly curriculum map so that there is full coverage of range of text types throughout the year.
- Short term plans do not have to follow a specific format.
- To support with the progression of learning within a literacy unit, example planning skeletons should be referenced by teachers to plan out the journey of learning - see appendix

Assessment, Recording and Reporting

Formative assessments - children will read to a teacher or teaching assistant either individually or within guided reading weekly and informal records are made. Feedback on writing will be given individually as a written comment which adheres to the school marking policy or verbally in EYFS. In years 1 - 6 children are provided with response tasks to complete to improve an aspect of their piece of writing on a regular basis (see marking and feedback policy and assessment policy)

Summative assessments - In Reading and Writing, in December, March and June, teachers update individual pupil assessment grids which contain Key Performance Indicators to form a judgement on Reading and Writing attainment for pupils in Key Stage One and Two. EYFS make judgements based upon the Development Matters statements.

Independent writing produced within sequences of writing is used to make summative assessments for writing.

Assessments of common exception words are carried out termly in Key Stage 1 and 2.

From years 2 - 6, reading tests are used termly to inform teacher judgements and ongoing teacher reading assessments.

Equal Opportunities

- Resources are chosen carefully and reviewed regularly to reflect equal opportunities.
- Children will be taught in a variety of groupings to enable them to develop as speakers, listeners, readers and writers.

- Help will be given to those children who have difficulties with English.
- Where applicable, additional resources will be sought for children with English as an Additional Language.

SEND

Please refer to the separate policy regarding SEND children.

Monitoring of Policy

The implementation of the policy will be monitored by the subject leader, senior leadership team and subject governor.

It will be reviewed every two years.

Policy Review Date: March 2020