

English Policy



English is a fundamental life skill and is at the heart of teaching and learning in every area of the curriculum. The development of literacy skills remains central to a child's life chances.

English develops children's ability to listen, speak, read and write for a wide range of purposes. The acquisition of language skills empowers children to communicate creatively and imaginatively, as well as allowing them to engage with the wider world around them.

This policy was devised by the English Co-ordinator
October 2013 – amended 16/9/14 amended 13/10/15
amended 19/2/17 **revised 8/1/19**

AIMS AND OBJECTIVES

At Snaith Primary School we believe that English is a fundamental life skill which every child is entitled to. We believe in a high-quality education which develops children's ability to listen, speak, read and write for a wide range of purposes. Our goal is for all children to be able to express themselves creatively and imaginatively through a love of reading and writing.

Snaith Primary School's aims to promote high standards of language and literacy by:

- building children's self confidence and independence.
- providing children with the practical tools to become independent and confident readers and writers
- equipping pupils with a strong command of the spoken and written word.
- fostering a love and interest of books and the desire to read for enjoyment.
- giving children an understanding of different genres and text type.
- developing children's imagination.
- giving children all the skills of language essential to participate in society.

The National Curriculum for English aims.

The overarching aim for English in the national curriculum 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. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and acquiring knowledge and information as well as acquiring 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
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Curriculum content

English is a core subject in the National Curriculum. Planning is carried out in the long, medium and short term. A skills-based themed approach to planning has been adopted and the teachers ensure that pupils have a balance of fiction, non-fiction and poetry. This will usually be taught through themed base work. Grammar and Punctuation and Spellings are taught through discrete lessons. Reading is taught through whole class texts as well as using a range of other genre, fiction and non-fiction many linked to the curriculum. Our aim is to ensure that all children are able to apply their knowledge and skills across the curriculum.

Speaking and listening overview

In the Foundation Stage communication, and language development is key to children's overall development and progress. We ensure that our teaching involves giving the children

opportunities to a rich language environment, developing their confidence and skills in expressing themselves and enabling them to speak and listen in a range of situations. We enable the children to use language to imagine and recreate roles and experiences. We actively develop attentive listening and response. We ensure that children interact with others in play.

In Key Stage 1 we build on the children's speaking and listening experiences from the Foundation Stage. We teach children to speak clearly, thinking about the needs of their listeners. They work in small groups and as a class, joining in discussions and making relevant points. They also learn how to listen carefully to what other people are saying, so that they can remember the main points. They learn to use language in imaginative ways and express their ideas and feelings when working in role and in drama activities. We use a great many resources such as elements of *'Talk for Writing'* as tools to develop children's vocabulary and grammar.

In Key Stage 2 we build on the children's experiences of speaking and listening from Key Stage 1, teaching children how to speak in a range of contexts, adapting what they say and how they say it to the purpose and the audience. We enable them to take varied roles in groups, giving them opportunities to contribute to situations with different demands through an integrated approach. We incorporate opportunities for formal and informal speaking. We use a great many resources such as elements of *'Talk for Writing'* as tools to develop children's vocabulary and grammar.

All children have numerous opportunities for their voice to be heard in school, for example, through the school council and class debates/circle time.

Reading

In the Foundation Stage Literacy development involves the encouragement of children to link sounds and letters to begin to read. Our teaching ensures that children are given access to a wide range of reading materials in order to ignite their interest. However, we teach the children the fundamental skills of reading using a structured phonics approach which is taught daily using the *'Read, Write, Inc.'* programme. This develops their knowledge of initial and final sounds together with short vowels sounds in words. We develop their recognition of familiar words. We use stories, poems and a range of other texts in our teaching. The Read Write Inc programme is supported through phonic based texts.

In Key Stage 1 we build on the children's reading experiences from Foundation Stage. We develop the children's interest and pleasure in reading within a context where children are taught to read confidently and independently. We continue to teach the children through daily phonics lessons, focusing on words and sentences and how they fit into whole texts, again supported by a phonics based reading scheme until children become fluent and increasingly independent readers. Children are also taught through guided reading using a range of genres throughout the year. All children have either personal, group or class reading targets.

In Key Stage 2 we build on the children's experiences of reading in Key Stage 1, continuing to encourage them to read enthusiastically a range of materials and to use their knowledge of words, sentences and texts to understand and respond to meaning. Phonics is continued to be taught where necessary. Through a whole class text approach, we encourage a love of reading and also challenge children to read more challenging and lengthy texts independently. We support their abilities to reflect on the meanings of texts, analysing and discussing them within guided group contexts. Children are also taught through a range of genres both fiction and non-fiction and taught to recognise that reading empowers us with knowledge. Children are assessed termly and focus groups are formed for interventions

where required which may include a specific intervention of *****. All children have either individual, group or class reading targets.

Writing and GPS overview

In the Foundation Stage Literacy development involves the encouragement of children to link sounds and letters to begin to write. We use a variety of texts to support children's abilities to differentiate between print and pictures. We teach children about the connections between speech and writing. We develop their knowledge and understanding of the symbolic nature of writing, the sounds and names of letters and how to write them using the 'Read Write Inc.' phonics Programme. Children are grouped according to the phases they are learning for differentiation. We use many varied resources to develop children's writing skills.

In Key Stage 1 we build on the children's writing experiences from the Foundation Stage. We develop the children's writing skills so that they are able to write independently, enjoying communicating through the written word and understanding the value of writing. We give them opportunities to develop their skills in writing narrative and non-fiction texts. We use many varied and imaginative resources to develop children's writing skills. We teach the children to spell in discrete lessons, using for example: *'Read Write Inc.'*, the *'Common Exception Words'*, linked to the *'National Curriculum Spelling Bank and Rules'* and the *'No Nonsense' Scheme*. We teach them to write neatly using a cursive writing style. Grammar and Punctuation is taught discretely as well as being taught within writing. All children have individual writing targets. Success criteria is used regularly to help children to recognise and reflect on the components their work should include.

In Key Stage 2

We build on the children's writing experiences from Key Stage 1. We develop the children's understanding that writing is essential to thinking and learning as well as being enjoyable in its own right. We make literacy as accessible and relevant as possible in line with our theme based planning. We teach children the main rules and conventions of written English and incorporate GPS into our lessons. We start to explore how the English language can be used to express meaning in different ways. We use a great variety of resources to develop children's writing skills and provide a wealth of purposes to writing linked to the termly themes. Spelling is taught through the 'No Nonsense' program. GPS is taught discretely as well as being taught within writing. All children have individual writing targets. Success criteria are used regularly to enable children to recognise and reflect on the components their work should include.

Handwriting

The style of handwriting used was developed by the staff at Snaith Primary School Foundation Stage using a cursive style. As soon as children enter year one they begin to learn joined writing. Handwriting and presentation remains a key priority throughout the school. Joined handwriting is proven to support children with their spelling ability and is a particular strategy recommended for children with dyslexic tendencies. It is also a requirement to attain the expected national standard for KS2.

Homework

Homework is set to enable teachers and parents to work together to support each child. It is relevant to the theme being studied at the time. Reading and spellings are given each week, greater challenges are given as the children proceed through the school.

Special Educational Needs

All children have access to the English Curriculum regardless of ability. Teacher's planning scaffolds learning for children of all abilities and where required and appropriate provides differentiation, matched to children's specific needs. Through our teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with SEN, those with disabilities, those with special gifts and talents and those learning English as an additional language and we take all reasonable steps to achieve this. All strategies used will be identified on Pupil Passports, Termly Support Plans and Individual Healthcare Plans.

The use of ICT

We recognise the important role ICT has to play in our school in the development of Literacy Skills. All classes have an interactive whiteboard and laptop trollies are available during lesson time as well as 'ipads'. Specific APPs and programmes are used to support and enhance learning as well to facilitate the recording of work. Children also access to the internet to support their research skills and to widen their knowledge.

Assessment

At Snaith Primary School we believe that assessment is essential to quality teaching and learning. (see assessment policy)

We assess children's work in three ways:

- *Short Term Assessment – writing, reading and GPS- in particular, phonics at KS1.* Continual writing assessment is done through marking that is related to objectives, focus or success criteria set for that lesson. This allows teachers to modify their daily plans and differentiate through challenge. Written feedback can be given directly through '*Response Time*' notes, where the teacher will ask the child to improve some part of their writing with reference to either: success criteria, lesson focus or individual writing targets. This helps to monitor children's progress and have the greatest impact for learning. Verbal feedback may also be given during lesson time. Older children are encouraged to make judgements about their work and improve their own work through self-assessment and '*Polishing Pens*'. Sometimes, pupils may assess each other's work – (peer assessment) against success criteria or individual writing targets. Teachers use '*Flic*' as an ongoing assessment as they mark children's work. Reading Assessment is completed through verbal discourse during guided reading as well as notes in guided reading planning and marking in Reading Journals. Children will have '*response time*' notes to further their understanding. '*Flic*' is used as an ongoing tool to record assessments made. GPS, which is taught discretely, is assessed continually as appropriate using '*Flic*'. Phonics knowledge and spelling patterns, taken from the National Curriculum year group objectives, are also recorded in '*Flic*' to assess against. Children are constantly assessed and regrouped as necessary to have the greatest impact on their learning.

- *Medium Term Assessments* measure progress against the Key National Curriculum Expectations. Half termly writing assessments are carried out on a range of genres throughout the year.

Children's writing is assessed using 'Twinkl' Assessment Sheets that tie in exactly with the new curriculum requirements of Working Towards, Expected and Greater Depth for each year group. These sheets correlate with 'Flic' System Assessments. Actual Writing Assessments are kept in the Children's Assessment Files. Teachers use the 'Flic' system to assess children's progress against targets.

Spelling tests are administered using the NFER tests termly. (Year 6 use past papers.)

Reading tests are administered using the PIRA tests for Y1-Y5. (Year 6 use past papers).

Grammar and Punctuation can be assessed using the Rising Stars Books for Y1-5. All GPS and Reading is assessed through the 'Flic' System as well. All 'Flic' Assessments are able to be accessed by the English Coordinator to judge progress and attainment.

Phonics is assessed half termly at Key Stage 1.

- *Long Term Assessments* are in line with statutory requirements.

Children take part in a Phonics Screening Test in Year 1

Reading and Writing SATs in Year 2, as well as Phonics (for anyone who has not achieved the test in Year 1)

GPS and Reading Tests in Year 6 (as well as their writing attainment that is assessed by teachers from ongoing work).

Teachers keep all assessment data together in the purple folder.

Role of the Subject Leader

The Subject Leader is responsible for improving standards of 'Teaching and Learning' in English through monitoring and evaluating -

- Pupil progress
- Provision of English
- The quality of the learning environment
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It is also important that they -

- Take the lead in Policy Development
- Purchase and organise resources
- Keep up to date with Literacy Developments

At Snaith Primary School leadership for English is shared between a number of staff.

English Subject Leader – Sally Howson

Phonics Leader – Lorraine Timney

Reading Leader KS1 – Yvonne Gilbert

Writing Leader – Sally Howson

Parental Involvement

We aim to involve parents directly in the life of the school and thus in the development of children's skills, knowledge and understanding in English. Parents are encouraged to read

both with and to their children at home, discussing the books with them. They also have the opportunity to help their children with weekly spellings as well as any written homework they have been given.

There are opportunities each term when parents can discuss their children's progress with their teacher. Parents are welcomed into school to support reading in the classroom.

Resources

There is a huge range of resources to support the teaching of English across the school. All classrooms have new dictionary/thesauruses and a variety of age appropriate fiction and non-fiction. The library is also a good source for non-fiction books. We also order termly 'Schools Project Boxes' to help resource our themes. Each classroom has an interactive whiteboard with access to the internet. Lap Tops and Ipads are available for classroom use. There are many books available to help with GPS in school as well as 'Talk For Writing' books - three in each phase. We also have TT Education books for Reading and Writing which help teachers check coverage, progress, objectives and expectation for planning as well as a TT Non-Fiction book with challenging texts for use as examples within English.

This policy will be reviewed at least every three years, the next formal review being January 2022

This policy should be read in conjunction with the following policies:

- Teaching and Learning Policy
- Assessment Policy
- Marking Policy
- Special Educational Needs Policy
- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Continuing Professional Development Policy

S. Howson 8/1/19