



English Policy

Date Agreed by Governors:

Review Date:

Signed: _____ (Chair of Governors)

Signed: _____ (Headteacher)

Subject Co-ordinator: Caroline Fleming (Writing, Grammar, Punctuation, Handwriting and Spelling); Caroline Baxter (Phonics); Michelle McDonald (KS2 Reading) and Ruth Roberts (EYFS/ KS1 Reading)

Link Governor:

Date of review:

English Implementation Statement

Our English lessons develop pupils' spoken language, reading, writing and grammar and vocabulary. English is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically.

Reading: We use 'Letters & Sounds' for our phonics programme throughout the EYFS and Year One. Phonic awareness helps the development of reading by segmenting and blending sounds. The reading sessions cover both fiction and non-fiction books in Key Stage One. Parents are given clear expectations about reading at home. Reading comprehension strategies focus on the learners' understanding of written text. In Key Stage 2, the children are taught a range of techniques which enable them to comprehend the meaning of what they read through whole class reading sessions. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves. All children will be heard reading individually and in groups. Our pupils are encouraged to read for pleasure and to read widely.

Writing: We develop writing skills so that our pupils have the stamina and ability to write at the age expected standard. To support children in moving towards independent writing we provide a wide range of activities including texts, film and imagery, modelled and shared writing, peer and self-editing and discussion. We encourage our pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences.

Handwriting is an expectation at our school, with our youngest children learning pre-cursive script in Reception. This is built upon across Key Stages One and Two with discretely taught handwriting sessions where appropriate. It is expected that by the end of Year 4, all children will be able to write using a correctly sized, formed and legible cursive style.

Spellings are taught across Key Stages One and Two. In Key Stage One, spellings sent home are related to the phonics which the pupils are learning each week. In Key Stage Two, the spellings learnt relate to the spelling rules for each year group required by the National Curriculum. The pupils are also expected to learn the Year 3 & 4 and Year 5 & 6 spelling words.

We provide a range of additional activities to promote English within the school including a focus week where the whole school looks at the same text; World Book Day, visits to the local library and regular visits from the Scholastic Book Fair.

Impact

The impact of the engaging, rich, literate curriculum is evident in the oracy skills, passion for reading and range of writing that children of all ages produce across the school.

Our Aims

At Sherdley Primary School it is our intent to nurture and develop the whole child. We strive for all our children to be literate. 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.

We aim to ensure that all pupils:

1. Read easily, fluently and with good understanding
2. Develop the habit of reading widely and often, for both pleasure and information, knowing that reading is a wonderful relaxation tool and enhances mental health, as well as developing knowledge. We aim for them to be able to identify many authors and a genre they enjoy reading
3. Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
4. Appreciate our rich and varied literary heritage
5. Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
6. Use discussion to learn; they should be able to elaborate and explain clearly their understanding and ideas
7. Be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Teaching and Learning:

All children have access to the EYFS Curriculum and English National Curriculum 2014. Our long term and weekly plans show the genres and grammar/ punctuation skills covered across each year group.

Writing

We use 'The Write Stuff' approach to teach Writing from Year One to Year 6 where grammar and punctuation skills are embedded within the modelled writing in each session. Each lesson follows the structure:

Initiate- Children gather ideas and vocabulary to support their writing

Model- Teacher models the structure of a sentence identifying the techniques and features required

Enable- Children write their own sentence using the teacher model

Within classrooms, there are visual references to 'The Write Stuff' where teachers use the visual symbols:

FANTASTICS (the ideas of writing); GRAMMARISTICS (the grammar tools of writing) and the BOOMTASTICS (the techniques of writing).

'Sentence Stacking' is seen on display in classrooms to show how writing is organised sequentially into sentence and paragraph 'chunks'. This sentence stacking can be teacher modelled writing or examples of the children's sentences; and is often both.

We do not use 'The Write Stuff' exclusively and will adapt our writing teaching and stimuli according to the needs and abilities of our classes.

The editing of writing is done referencing different editing stations dependent on the age group and ability of the children. The main focuses for editing are: Checking for sense; Checking for tense; Checking Spellings; Checking Punctuation and Making Improvements (e.g. manipulating clauses in sentences; improving vocabulary choices). Children are encouraged to make changes using red editing pens and might stick additional paper over a section of their work to make improvements to a larger section of their text.

Reading

KS1:

In Key Stage 1, the children have a daily reading lesson which consists of guided reading and/ or whole class reading for 30 minutes. Skills taught and practiced within these lessons include decoding familiar and unfamiliar vocabulary (reinforced within the daily phonics lesson); making predictions and inferences based on what they have heard or read; asking and answering questions and increasing their fluency when reading aloud. Echo reading could be used by teachers to improve the children's fluency.

The children's reading books are matched to their phonic ability as well as their ability to read fluently and comprehend what they have read. The books are matched to the Oxford University Press levels and stages. Each child has a levelled book and a book which they have chosen to read for pleasure.

The children are read to daily in school by an adult and they are encouraged to read for pleasure.

Children are encouraged to read daily at home and have their progress recorded in their reading record. These are then monitored by staff in school. Children are heard one-to-one reading at least once a week in school by an adult and within a guided reading group with their peers.

KS2:

In Key Stage 2, the children have daily reading sessions which last between 20 – 30 minutes. Within the session, a range of skills are used, taught and demonstrated including understanding new vocabulary, answering a range of question types and fluency. These sessions use a quality text, including both fiction and non-fiction and longer novels, further through school. On each classroom door you will see a picture of the book(s) they are currently reading. The children are read to frequently and this helps to demonstrate fluency and pace.

The children's reading books are currently levelled with Oxford University Press levels and stages. Each child has a levelled book, which is at their current reading ability and a reading for pleasure text, which can be anything from a newspaper to an extended novel. The children are encouraged to read for pleasure daily and this can be seen in classrooms in a variety of ways, children sat under desks, sat on cushions in the reading area and standing up.

Children are encouraged to read regularly at home and to complete the reading record so staff can monitor who is reading and use this information to help inform them on which skills children need to develop in order to progress through the levels and when to do so. Children are listened to regularly in class, through whole class reading sessions, one to one reading, reading of the class text for that term and termly guided reading sessions.

Equal Opportunities

In English lessons, work is planned to give children a range of activities appropriate to their age and ability. In Writing, the modelled sentences support the children with SEND and the higher ability children are encouraged to 'Deepen the Moment' using the writing skills they have been taught. The teacher and any additional adults within the classroom will support the children with their learning, offering guidance where necessary.

Role of the Subject Co-ordinator

The Subject Co-ordinator will provide professional leadership, guidance and management in all elements of the English curriculum and will ensure that they are managed and organised so that they meet the aims of our school. The Subject Co-ordinator will manage resources and purchase additional ones as required. The Subject Co-ordinator will monitor teaching and learning within their subject areas and will initiate reviews of the work and meet with children to give them a voice. This evaluation will form the basis for action plans, which will then inform the School Development Plan. English staff meetings will be held to update staff with the latest training to enable them to teach the children effectively. The English Subject Co-ordinator will organise and lead these meetings, and on occasions will be supported by other members of the English Team.

Records and Assessments

Reading is assessed using PIRA summative assessment tests, termly in Years One – Six. Writing is assessed by teachers and recorded on Insight.

Year Two and Year Six assess the children more regularly using previous End of Key Stage assessment tests. Teachers use formative assessments in their regular teaching which are recorded electronically on 'Insight' These are directly related to the 'A.R.E' statements which are stuck in the front of the children's English books. These are used to identify gaps in the children's learning which leads to targeted, support for specific groups of children. Some of the interventions these groups could access include: IDL and Fast Track Phonics.

Computing

To develop children' use of information and communication technology in their English lessons, they will be given opportunities to use resources (including video, and digital cameras) to record their work. Children will also have the chance to research information using recommended websites.