



# English Policy

*Act justly, Love mercy, Walk humbly*

## Queniborough C E Primary School

	Date	Signed
<b>This Policy was adopted on</b>		
<b>To be reviewed</b>		

## **Aims and objectives**

We aim for pupils to develop skills in speaking, listening, reading and writing that will enable them to express themselves creatively and imaginatively and to communicate with others effectively and independently. We want pupils to become enthusiastic and analytical readers of a rich variety of stories, poetry and drama, non-fiction and media texts. Pupils are given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad, balanced and cross-curricular curriculum, with opportunities to consolidate and reinforce taught literacy skills from the 2014 National Curriculum.

In the National Curriculum for 5 - 11 year olds, English is developed through four key areas:

- spoken Language
- reading – Word Reading & Comprehension
- writing – Transcription & Composition
- spelling, Vocabulary, Grammar & Punctuation.

It is important to note that each is closely interrelated with the next, so it becomes increasingly difficult to consider one without the other(s)

By the end of Year Six, pupils should be able to:

- read and write with confidence, fluency and understanding;
- be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their mistakes;
- understand the sound and spelling system and use this to read and spell accurately;
- have fluent, joined and legible handwriting;
- have an interest in words and their meaning and a growing vocabulary;
- know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through looking at the author's use of setting, character and plot;
- understand, use and be able to write a range of non-fiction texts;
- plan, draft, revise and edit their own writing;
- have a suitable technical vocabulary through which to understand and discuss their reading and writing;
- be interested in books, read with regularity and enjoyment and evaluate and justify their preferences;
- through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

## **Approaches and Strategies**

The practice in Foundation Stage follows the EYFS curriculum including:

- opportunities to develop and experience speaking and listening;
- experiences that develop gross and fine motor skills across all areas of the EYFS curriculum through play and handwriting activities;
- sharing and enjoying a range of rhymes, songs, stories and books;

- immersion in a print rich environment with opportunities for oral language and written communication, e.g. differentiated phonic activities;
- focused activities that teach children early communication language and literacy skills.
- daily phonics sessions using Letters and Sounds
- individual sound books and reading books.
- shared reading and writing activities as a whole class and as groups or individuals.

The teaching of English in KS1 and KS2 will include:

- explicitly taught and planned sessions following the guidance and objectives of the New Primary Curriculum and linked to end of year expectations which are shared with the children; these will typically be 45-60 minutes long.
- speaking and listening activities, e.g. role play, pair talk, drama and hot seating in order to prepare pupils for the writing process
- explicit daily teaching of phonics in Key Stage 1 and the Spelling Shed programme in Key Stage 2 (once phonic knowledge is secure)
- developing a sounds awareness of grammar and punctuation through analysing quality texts
- work using a range of genres which enables pupils to develop comprehension and composition skills and the understanding of the importance of presentation for impact. This will include using ICT to produce work on occasion
- letter formation, handwriting and presentation skills taught and modelled
- immersion in a print rich environment, through the use of book-based units of work that promote a reading culture and develops children's oral and written communication.
- all children will participate in daily guided reading sessions which focus on comprehension as well as providing opportunities for developing reading skills and developing their vocabulary.

## **Spoken Language**

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.

They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

### **Spelling, Punctuation and Grammar (including phonics)**

In Foundation Stage and Year 1 children will follow the programme: 'Letters and Sounds' on a daily basis following a lesson structure which embeds previous learning, providing opportunities for the pupils to practise their learning in addition to teaching the next step. Phonics is taught explicitly in Foundation Stage and Year 1. Children in Year 1 participate in a statutory national phonics screening check. Those identified as needing additional support will continue to be taught phonics until they are secure with this, sometimes into Year 3. Children's phonological awareness and spelling strategies are regularly assessed and this informs teaching.

In KS2, children are given greater responsibility for developing their own spelling in addition to the school spelling scheme. Word banks related to topics and the end of phase spelling lists are often used. Children in KS2 focus on learning the spelling patterns and words from the New Primary Curriculum. Spelling Shed is being used from Year 1 to Year 6 in the classroom and at home; this forms a structured progression of skills and activities. Classes have discrete spelling lessons and there maybe homework based on these patterns. Throughout the school, children also work on learning spellings which they personally find tricky. Children are taught to employ their knowledge of sounds, patterns and to look for links in words to find effective methods for their own use and we understand that no one method will work for all. Children are encouraged to use appropriate strategies that have been introduced to help spell unfamiliar words: independent use of dictionaries and Thesauruses is encouraged.

Grammar and punctuation are taught explicitly as well as forming part of each lesson and identified in marking with children in KS2 completing regular spelling, punctuation and grammar tests in preparation for the end of KS2 assessments.

### **Reading**

Reading is a skill essential for life and **we want children to leave school with a love of reading!** Reading is a habit and that habit needs to be grounded in what we do at school and at home. Children need to see adults loving books, so school staff are encouraged to share their love of reading with the children. This of course includes magazines, newspapers and online reading as well as traditional books. The programmes of study for reading at KS1 and KS2 consist of two dimensions:

- word reading
- comprehension (both listening and reading)

Whole-class guided reading:

Teachers read with pupils a range of texts focusing on comprehension and specific features in relation to objectives and content domains. This is an opportunity for teachers to model the act of being a fluent reader. Teachers demonstrate to the class by 'thinking aloud' the skills required to be a reader. Within whole class guided reading, we explore the different content domains found in the National Curriculum, allowing children to break down questions into key skills and understand how they are required to approach a text. We also use the strategy of "Point, explain and evidence" to teach the structure of answering written comprehension questions, particularly those which involve using evidence from the text.

Teachers are encouraged to use a variety of resources to teach reading, including: newspaper articles, video clips, extracts from novels, poetry etc., covering a breadth of topics. Teachers choose high quality novels to read over a length of time to their classes prompting discussions about themes and comparisons with other novels. Whole class guided reading is taught in most classes and group guided reading sessions are used in intervention groups.

### Individual Reading

ERIC (everyone reads in class) takes place virtually every day throughout the whole school. During this time, children engage in independent, sustained reading. It provides an opportunity for pupils to choose, read and enjoy a range of texts and to apply reading strategies. Each class has a dedicated reading area containing a range of books and text types for children to access independently. Children are encouraged to take books home every night and share them with an adult. KS1 and LKS2 children have banded books to choose from – children further up the school have free choice but their choices are monitored to ensure they are selecting a wide range of literature.

### Writing

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Our approach to teaching writing covers the 'transcription' and 'composition' requirements of The National Curriculum (2014). Children have the opportunity to explore high quality texts in depth, enhancing reading comprehension and providing meaningful contexts and purposes for writing.

The teaching of this programme is flexible and class teachers apply their own creativity to cover the objectives stated in the National Curriculum. Strategies are included from Pie Corbett's Talk for Writing, Literacy Shed and Grammarsaurus. Teachers model writing skills and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length in extended independent writing sessions at the end of a unit applying their taught skills to an independent piece of writing. We use the Penpals Handwriting Scheme in school to help children develop fluent, clear and legible joined up writing (see Handwriting and Presentation Policy for further details).

We aim for pupils to be able to:

- write in a grammatically accurate way
- develop an increasingly wide vocabulary suited to the purpose and genre
- incorporate ideas and skills of other authors into their own writing
- collaborate with others during the writing process
- edit and improve against a success criteria, making significant revisions where appropriate
- work collaboratively with other children to discuss the editing of written work
- use ICT as a tool for writing
- use spelling, punctuation and syntax accurately.

### **Monitoring and Assessment**

English is monitored by teachers, Senior Leadership team, the head teacher and the English Governor. Having identified priorities, the English Leader constructs an action plan that forms part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, pupil surveys, data analysis from O Track, planning scrutiny, work sampling and book scrutiny.

Teachers assess children's work in English in three phases: the formative assessments that teachers make as part of every lesson helps teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. These are detailed evaluations used to inform future planning. Teachers use formative and summative assessments to measure progress against the key objectives, and to help them plan for the next unit of work. These assessments are also used to evaluate progress against school and national targets. They are reported back to and discussed with parents. Pieces of writing are added to a book which travels up the school with each child to keep a record of progression. Teachers assess the evidence collected against the National Curriculum objectives and a tick sheet is kept in the back of books.

NFER, Rising Stars, SATs papers and Grammarsaurus assessments are used for summative assessment of reading, grammar and spelling. Children undertake the national tests at the end of Year 2 and Year 6.

### **Marking**

In accordance with the school's marking policy.

### **Inclusion**

Every child at Queniborough Primary School, regardless of race, gender or special needs, will have equality of access to a broad and balanced English curriculum. All individuals will have the opportunity to experience success and develop an appreciation of their own cultural origins and that of others. Teachers will set appropriate challenges for all pupils. Where attainment falls

significantly below expected levels, special provision will be made for additional support. Individual programmes for teaching and support will be drawn up as appropriate by teachers in conjunction with the SENCO.

(Please see SEN and Equality policy)

### **Policy review**

Policy renewal date: