

GAYTON PRIMARY SCHOOL



English Policy

Approved by: Governors

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Introduction:

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

The aims of English are:

- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- to enable children to evaluate their own and others' contributions through a range of drama activities;
- to develop confident, independent readers through an appropriate focus of word, sentence and text-level knowledge;
- to encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts;
- to help children enjoy writing and recognise its value;
- to enable children to write with accuracy and meaning in narrative and non-fiction with a consideration of purpose and audience;
- to help children understand the language associated with grammar and be able to write in a grammatically correct way;
- to enable children to understand the principles underpinning word construction (phonemic, morphemic and etymological) and be able to apply spelling strategies learnt;
- to increase the children's ability to use planning, drafting and editing to improve their work;
- to encourage in children a sense of pride in both the content and appearance of their work;
- to encourage children to use and apply their learning in English to other areas of the curriculum.

Pupils at Gayton Primary School will leave Year 6:

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

In the Foundation Stage (Reception)

Children are:

- Given opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- Encouraged to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest
- Taught to read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
- Taught to use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Statutory Requirements:

Statutory requirements for all years of the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2017) and the Development Matters document (2012).

Subject Organisation:

Foundation Stage

In Reception children have daily discrete phonics lessons following a systematic synthetic phonics programme. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.

Key Stage 1

In Year 1 daily discrete systematic synthetic phonics lessons continue, whereas in Year 2 phonic interventions take place with those children who are still accessing the phonics programme. Year 2 children continue with Phase 6 phonics which focuses on grammatical changes to words and spelling patterns. The children have daily Literacy lessons which focus on a text based approach as outline by The Literacy Company. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, differentiated class teaching and targeted teaching groups in Literacy and Guided Reading.

Key Stage 2

In Key Stage 2 children have daily Literacy lessons. Additional Literacy sessions include daily guided reading and weekly spelling, handwriting (refer to Handwriting Policy) and reading aloud of a class novel. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through targeted teaching; intervention programmes and small group interventions.

Approaches to Speaking and Listening.

We recognise the importance of spoken language in pupils' development across the whole curriculum - spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include: talk partners, drama activities, debating and during whole-school class assemblies. As the National Curriculum says:

All of these speaking and listening skills are taught in English, across the curriculum and during extra-curricular activities.

Approaches to Reading

Teachers model reading strategies during English and Guided Reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during these sessions. In KS1 children have the opportunity to read 1-1 with an adult at least once a week. In addition they will be heard reading as part of Guided Reading sessions. As the children move through the school, opportunities to read independently for a sustained period of time are afforded to them (usually with parent helpers). Guided reading sessions with a whole class session and additional small group guided reading sessions take place weekly in KS2. This will take place at a specific timetabled slot to ensure continuity and raise the profile across the school with all classes doing Guided Reading at the same time. PM Benchmarking is carried out in school. F2, Y1 and Y2 are benchmarked termly to ensure their reading books and the support being offered is appropriate to their ability, as well as tracking progress in reading. Children will be benchmarked up to Lime level (recommended as Y3). Staff will also be able to benchmark children up to Dark Red level should they feel it appropriate or any concerns are raised.

Children in the Foundation Stage classes are encouraged to read every night with their parents. There is a range of different phonically decodable scheme books that are matched to the children's reading and phonics ability which are sent home and changed at least once a week. Each child has a reading folder and a home/school reading record that teachers and parents can use to share information about a child's reading.

In KS1 children take home a book matched to their phonic ability from a reading scheme. Each child has a reading folder and a home/school reading record that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child daily.

In KS2 children will continue with phonic intervention if necessary and the reading scheme is followed. When they complete the scheme they will become a free reader (children are encouraged to follow the reading scheme up to UKS2) and can choose books to take home and read. Free readers can also access books (Tree Tops/Collins) of a wide range of genres, which are at an appropriate interest age, but are at an accessible reading age. These help children choose books that are suitable for their age and ability whilst maintaining the freedom of choosing their own book.

We still encourage all readers to share a book at home with their parents/carers or siblings. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Throughout the Key Stage, children become more independent in recording what they have read in their reading journals/records.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, i.e. 'World Book Day/week'. Throughout the year there

are visits by published authors, book competitions (organised by the Year 6 librarians), and 'storytime' is offered during lunchtimes, where Year 6 children will read to groups of foundation or Year 1 children.

Approaches to 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).

Teachers follow the Literacy Company programme of learning called 'Pathways to Writing' that offers detailed lessons based around a text. They offer clear mastery keys to challenge the more able children and support a vocabulary rich environment along with clear progression throughout each text and the year. Staff will also refer to other Literacy experts' strategies to suit the needs of the children and the text type being taught e.g. Pie Corbett, Alan Peat, Jane Considine among many others.

Teachers model writing strategies and the use of phonics/spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions at the end of each unit after a clear progression of skills have been taught and embedded.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. We have themed weeks e.g. 'Roald Dahl' week or Science-related topic weeks. The text types which are required to be covered by The National Curriculum (2014) are outlined in our long term plans for each year group to ensure that there is a breadth of coverage.

Children also have the opportunity to practice their handwriting following the school handwriting scheme. Teachers model good practice daily in every lesson and teach children handwriting discretely and across other subjects.

Approaches to Grammar, Punctuation and Spelling.

Grammar, punctuation and spelling is taught through English lessons, as well as discretely through topic work. Grammar and punctuation is assessed at the end of every term with NFER tests. Confidence in spelling can have a profound effect on the writer's self-image. We aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words and their parts, the shape and sound of words, the letter patterns within them and the various ways they can learn these patterns. All children are encouraged to use the method 'look, cover, write, check'.

In Reception and Year 1, daily phonics is the key to the children's learning of spelling (or interventions in Year 2). This is taught using the Letters and Sounds programme in conjunction with 'Jolly Phonics' and 'Funky Phonics'. Children are taught to blend sounds to read and segment to spell. At the same time they learn words which are not phonically regular (common exception words/tricky words).

In both KS1 and KS2 the children receive weekly spellings to revise during the week and they are then tested. The children will be expected to spell these during 'free-writes' as well as in their tests.

Cross- Curricular English

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practice and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. This makes writing more meaningful and exciting.

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. We encourage all parents to listen to their children read. Parents are also encouraged to read a book to their child. Throughout the school year parents are invited to a range of different workshops in order to raise the profile of reading and writing. We also actively encourage parents to come into school and volunteer to support with listening to pupils reading.

Inclusion and intervention

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment in liaison with the SENDCo. There are certain interventions in place to support children (e.g. socially speaking and Orretts Meadow). For further information, please refer to the SEND policy.

Assessment

Teachers assess children's work in English using both formative and summative methods. Assessment for learning is used as part of every lesson to help teachers adjust their daily plans and to ensure teaching is relevant and appropriate to that group of children. Teachers make formative assessments termly in reading and writing and they use these to assess progress against school and national targets.

Children undertake the National Curriculum Tests (SATs) at the end of Years 2 and 6 in reading, spelling and grammar. These tests are marked internally in respect of Year 2 and externally at Year 6.

National Foundation for Educational Research (NFER) assessments take place termly in Years 2, 3, 4, 5 & 6 to assess the progress of children in reading, spelling and grammar. NFER assessments for Y1 take place at the end of the academic year. In Year 1, children complete an end of year phonics assessment in June. The phonics screening check is a short assessment to confirm whether individual children have learnt phonic decoding to an appropriate standard. It will identify the children who need extra help so they are given support to improve their reading skills. They will then be able to retake the check in Year 2 so the children can be tracked until they are able to decode. The NFER and phonics tests are administered and marked internally by teachers.

Teachers assessment of children is ongoing. In conjunction with PM benchmarking for reading, F2 Y1 and Y2 (where appropriate) are assessed/tracked regularly in their phonics work and interventions organised appropriately. Year 1 children are assessed in the statutory Phonics Screening Check with the ability to retake the check in Year 2 if they do not pass. Teachers meet termly in school to monitor the writing in their class against the end of year expectations. They can cross reference with other years to allow for reliable judgments and predictions to be made. Monitoring of writing also takes place with partner schools to ensure consistency of judgments.

Monitoring and Review

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English subject leader and the Senior Leadership Team. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current development in the subject and providing a strategic lead and direction for the subject in the school. The subject leader creates an annual action plan for English in which the strengths and areas of development in the subject are evaluated. The leader will have the opportunity through subject leadership time to review the quality of pupils' learning through book monitoring and completing lesson observations across the school.
