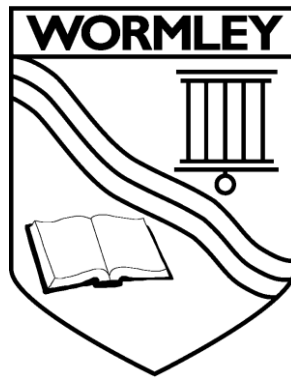


Wormley Primary School Policy

Wormley C of E Primary School

How we teach English **Policy for English**



Have Faith, Show Respect, Take Responsibility and Achieve

January 2015

INTRODUCTION

English is a core subject in the National Curriculum. This policy outlines the purpose, nature and management of how English is taught and learned in our school and makes clear our expectations. Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2012).

AIMS

At Wormley Church of England Primary School, we aim to develop pupils' knowledge and skills within an integrated programme of Speaking and Listening, Reading and Writing. Pupils are given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

We recognise and promote English as a creative, enjoyable and memorable subject where children have the opportunities to develop intellectually, emotionally, socially, culturally and spiritually. We believe that everybody is capable of becoming a fluent reader and confident writer, able to communicate their ideas and emotions to others. The subject is essential to everyday life.

Our intention is to provide our learners with rich opportunities in English to learn independently and actively in order that they:

- Speak clearly and audibly and take account of their listeners
- Listen with concentration, in order to identify the main points of what they have heard
- Adapt their speech to a wide range of circumstances and demands, making formal presentations and participating in discussion and debate.
- Effectively communicate, both verbal and non-verbal, through a variety of drama activities, their ideas, views and feelings
- Become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge
- 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
- Write clearly accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use their developing imagination, inventiveness and critical awareness
- Appreciate our rich and varied literary heritage

We believe that varied, mixed group and paired work is vital with a strong emphasis on 'talk' to allow children to 'think aloud' and build the skills necessary to be confident in English lessons.

RATIONALE

This policy has been devised to support these aims and meet the requirements of the National Curriculum 2014 for the teaching and learning of English. The planning and delivery of all English within our school is taken from the National Curriculum. It is also designed to give pupils consistency and progression in all areas of English: reading, writing, grammar and punctuation, spelling, phonics and spoken language. Throughout our teaching, we aim to provide a rich and diverse range of texts, varied, engaging and creative learning opportunities and memorable experiences allowing children to develop a love of and a curiosity for the English language and literature.

In addition to the daily English lesson, English will remain a focus across the curriculum, making it meaningful and relevant to learners in cross-curricular approach. As children are taught at the pace appropriate to them, teachers will be presenting learning experiences appropriate to children's level of understanding. It is vital that pupils are taught according to the stage that they are currently working at. Those who grasp concepts rapidly should be challenged in order to extend and apply their knowledge and understanding. However, it is expected that the majority of children in each class will be working at age-appropriate levels as set out in the National Curriculum 2014.

Early learning in Literacy in Nursery and Reception follows the “Development Matters” EYFS document, and this policy is designed to build on progressively from the content and methods established in the Early Years Foundation Stage.

EQUALITY

English is taught to all children, whatever their individual needs. Through our English teaching and resources, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs and disabilities and those learning English as an additional language.

SUBJECT ORGANISATION

1. APPROACHES TO SPEAKING AND LISTENING

Speaking and listening is the essence of communication. Spoken language, acquired through purposeful listening, 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.

From their entry to school in Nursery or Reception, children are provided with opportunities to develop their listening and speech through discussion, stories, poems, role play, improvisation and drama. *Talk Partners* or *Learning Partners* are introduced in Reception and are a key feature throughout the school. As they progress through the school, presentation and debate is introduced. Teachers in KS1 introduce the concept of *Every Child a Talker (ECAT)* which provides a focus for talk each day. Our school focus on *Talk for Writing (T4W)* also provides the children with opportunities to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version.

(refer to statutory requirements for spoken language as listed on p17 in the National Curriculum document.)

All children are WellComm screened in the Early Years or on entry to the school to identify which children need additional support. They are then supported by our in house, ELKLAN trained, Speech and Language Team, supported by the NHS Speech and Language Therapist. *(refer to WellComm Screening Pack)*

On entry to the school, assessments identify children where English is their second language. All pupils follow the school curriculum as well as being supported in a variety of ways. Additional EAL support is available for these pupils to build on their experiences of language at home so that their developing use of English supports their first language, to engage in speaking and listening activities and to extend their vocabulary.

We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance.

2. APPROACHES TO PHONICS/SPELLING

Foundation Stage

In Nursery and Reception children have daily, discreet phonic sessions, using the Letters and Sounds six phase teaching programme. Children have opportunities to further develop their learning from these sessions in both adult-led and child initiated learning.

Key Stage 1

In Key Stage 1 daily, discreet phonics lessons continue. Phonics is taught as a whole class focus on a particular aspect of phonics and in groups according to the phase from Letters and Sounds at which the children are working. Provision is made for children who require extra support through intervention, such as additional support with an HLTA or an iPad phonic programme. *(refer to the Letters and Sounds Pack - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf)*

Spelling patterns and rules are taught daily as part of English lessons *(refer to National Curriculum P50-58)*. Application of the patterns and rules are assessed through dictated sentences. High frequency words known as *Rainbow words* are taught in Years 1-2. Children are taught and assessed on their ability to read and spell these words. *(refer to Rainbow Words – Leaflet for parents/carers)*

Key Stage 2

In Key Stage 2 the Year 3 children are grouped for a daily phonic lesson according to the phase at which they are working. In Years 3-6, English lessons include the teaching of spelling, handwriting and grammar for writing.

Spelling patterns and rules are taught every week as part of English lessons. Teachers will focus on particular spelling rules and exceptions to the rule. They will also teach children how to spell words that are frequently used in writing and those which they often misspell. *(refer to National Curriculum Years 3/4 – p59-64 and Years 5/6 – p66-71)*

Spelling is taught in a memorable and interactive way and assessed weekly. Children are provided with opportunities to investigate how words are spelt, and practise and apply these in their writing. Children are also taught the relationship between the meaning and spelling of words. Spelling is assessed through dictated sentences and paragraphs that use the words in context. Spelling is addressed in all areas of the curriculum. *(refer to the progression of spelling as listed on pages 50-72 in the National Curriculum)*

Provision is made for children who require extra support through intervention, such as iPad programmes, additional TA/LSA support and differentiated class teaching.

3. APPROACHES TO READING

Foundation Stage

A rich diet of stories, poems, drama, books, comics and non-fiction texts are essential to introduce the concepts of reading for pleasure and to gain information.

Daily, discreet phonic sessions teach children to decode efficiently. Children develop reading strategies to discuss texts in detail in Group Guided Reading activities with an adult.

There is regular story time to develop a love of books. The teacher models reading strategies during shared reading sessions using the class book, discussing setting, plot, character and vocabulary.

Independent reading provides time for both assessment and 1-1 teaching.

During child initiated learning, children have access to a whole range of books: picture, simple text, fiction and non-fiction in the Reading Corner and other areas of the classroom.

Children in the Foundation Stage classes take home books from a reading scheme. We use a range of reading schemes, predominantly Oxford Reading Tree, Collins Big Cat and Songbirds. In addition to this children have the opportunity to choose a book from the class library. Each child has 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. Information is given on how to support their child in reading at reading workshops, phase meetings and also in curriculum letters. *(Letters and Sounds – Information for parents)*

Key Stage 1

Group Guided Reading sessions are planned for daily. An adult will work with a group twice weekly to develop reading strategies and discuss texts in detail and depth.

In addition, there is a high quality class text which the children explore and discuss as a class. This shared reading activity allows the teacher to explore the key features of fiction and non-fiction texts, genres, vocabulary and use of language. This text is a stimulus for reading comprehension and writing activities. The text may also link to cross-curricular learning in the class.

Provision is made for children who require extra support through intervention such as additional reading daily, phonic sessions and support from an HLTA, as well as differentiated class teaching.

In KS1 children take home a book from our reading schemes or a levelled easy reader chapter book. As in EYFS, each child has 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 and given support in how to do this effectively. *(The Big Read – a booklet to support parents in helping their child to read)*

Key Stage 2

The approach to reading in KS2 is similar to KS1. Group Guided Reading continues to be a daily feature. Many children work collaboratively and independently as a group whilst sharing a book.

The class book is of a high quality and enables the teacher to further explore genres and features of fiction and non-fiction, and to develop the children's linguistic repertoire, including sentence structure, grammar, vocabulary and writing style.

Those children still learning to read have access to the *Rapid Reading* series of books to help these children to continue to grow in confidence as readers with a text that appears appropriate for their age group.

Key Stage 2 children choose books to take home and read. We also have a selection of banded books in each book corner in Years 3 and 4 to support appropriate text choices.

We are currently developing our library so that children have access to books, audio tapes and books on line during breaktimes.

(The progression of reading skills for word reading and comprehension are taken from the National Curriculum)

Across the school

We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers, so we encourage all readers to share a book at home with their grown-ups. 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.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, such as *Book Weeks*. *Book Weeks* include visits by published authors, skilled story tellers from many cultures, performances by professional theatre groups, making books, using drama, dance and music to illustrate texts.

4. APPROACHES TO WRITING

Foundation Stage

In EYFS, the children are encouraged to develop their emergent writing, and opportunities for this are planned for in all areas of the setting during child initiated learning. The children are introduced to letter formation during phonic sessions and will practise these letters in their emergent writing. As children are ready, adults will guide them in writing words, labels and captions. *(Ages and Stages)*

Many children start to make story maps with pictures and words as a result of the *Talk for Writing* used in class. This may lead to children writing their own stories and texts.

Key Stage 1/Key Stage 2

Writing is a key part of our whole school curriculum. Children have opportunities for writing across a range of subjects and the high expectations for writing remain the same in all subject areas. The teaching of writing in English lessons is broken down into two key areas:

- Transcription (spelling and handwriting)
- Composition (communicating ideas, thoughts and feelings in writing).

There is an initial focus on transcription in KS1. A focus on transcription supports the children's ability to write efficiently.

(The progression of writing skills for transcription, handwriting, composition, vocabulary, grammar and punctuation are taken from the National Curriculum)

Across the Key Stages, writing is taught in a creative and engaging way, giving the children frequent opportunities to write in different contexts using quality texts as a model for a variety of purposes and audiences. There are many opportunities for children to further develop their writing inspired by drama techniques, visual cues and film clips. They may be asked to produce their writing on their own or as part of a pair/group. Children will also be given the opportunity to use ICT for their writing. Our *Talk for Writing*

focus supports the developmental exploration, through talk, of the thinking and creative processes involved in being a writer. T4W offers a scaffold for children to produce extended pieces of writing.

It is our intention that children become efficient and effective writers, who:

- enjoy writing and find the process creative, enriching and fulfilling
- read widely, recognise good writing, and understand what makes it good
- are aware of the key features of different genres and text types
- learn about the skills of writing from their reading and draw (consciously or unconsciously) upon its models in their own work
- have 'something to say' (a purpose and audience);
- know how to plan and prepare for writing
- know how to develop their ideas
- make informed choices about what they are writing, as they write (for example, about vocabulary, grammar, text structure, etc.)
- understand how to reflect upon, refine and improve their own work
- can respond to the constructive criticism of others

As part of the process of writing, children will be taught to plan, edit and improve their writing.

All children in KS1 and KS2 have a writing portfolio where they can 'publish' examples of writing from across the curriculum. Children can also have their writing 'published' on the website or in the newsletter.

5. APPROACHES TO HANDWRITING

Letter formation and handwriting is taught throughout the school. Children are able to experiment with a wide range of writing tools. The PenPals Handwriting Scheme is introduced to improve progression and consistency in developing fluent, clear and legible joined up writing. Children work hard to achieve a pen licence from Year 3, this encourages them to take care in their presentation and pride in their work. In all learning, high quality handwriting is encouraged and expected. *(See PenPals Scheme)*

6. APPROACHES TO VOCABULARY, GRAMMAR AND PUNCTUATION

The teaching of vocabulary, grammar and punctuation is taught and practised through all areas of the curriculum. It is also taught explicitly and discreetly within English lessons. All vocabulary, grammar and punctuation teaching is linked to the class text or topic. Children are encouraged to develop their spoken grammar through a range of structured activities for talk. Children are exposed to more complex language from teachers, texts and modelled writing and are encouraged to use this when speaking and writing. The terminology of grammar is taught through discussion and practice in all areas of the English curriculum. *(The progression of vocabulary, grammar and punctuation skills are listed on p75-79 of the National Curriculum)*

CONCLUSION

It is our overall aim that through careful implementation of the guidelines set out in this policy, children at Wormley Church of England Primary School should have the opportunity to develop confidence and competence in their use of all aspects of English. We hope that they will develop a genuine love of language and literature and the ability to communicate successfully in many different ways supporting them in their future learning.