



## **Grateley Primary School**

*A school where every child becomes a lifelong learner and realises their potential.*

### **English Policy**

**Reviewed: September 2021**

**Next review: September 2024**

**Signed Chair of Governors: *Amelia Bridges***

## **Aims**

The development of language is fundamental to a child's learning and at Grateley Primary School we aim to develop pupils' confidence and ability in an integrated programme of Speaking & Listening, Reading and Writing. We aim to create an English curriculum that inspires children to develop a life-long love of literacy in its various forms.

At Grateley Primary School we strive for children to be a 'Primary Literate Pupil'. We aim for each child to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct
- have a love of books and read for enjoyment
- have an interest in words and their meanings leading them to a growing vocabulary in spoken and written forms
- understand and discuss a range of text types
- be able to write in a variety of styles and forms appropriate to the purpose
- be developing the powers of imagination, inventiveness and critical thought
- have a suitable technical vocabulary to articulate their responses
- to be able to lead and present with confidence, skill and enjoyment
- understand the impact of literacy skills on their future successes and the power of literacy to open doors in their lives
- use dramatic skills and be able to use these to explore the world in both real and imaginary scenarios.

## **Statutory Requirements**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Communication, Language and Literacy section of the EYFS Framework (2012).

In the Foundation Stage (Reception) children should be given opportunities to:

- speak and listen and represent ideas in their activities
- use communication, language and literacy in every part of the curriculum
- become immersed in an environment rich in print and possibilities for communication

At Key Stage One (years 1 and 2) children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (years 3-6) children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

## **Subject Organisation**

- The EYFS Framework will be followed throughout the Reception Year, working towards the Early Learning Goals to ensure a secure foundation in all areas of English. This will allow for a smooth transition to the National Curriculum objectives in key stage one.
- The school will follow a Long Term Plan which sets out the objectives for each year group, following the Hampshire Phase Model. This will be monitored to ensure a range of texts are covered over the year.
- Medium Term Plans will detail the learning for each unit (usually between 2 and 4 weeks) and integrate all areas of the English curriculum including grammar and spelling objectives.
- Spelling and Grammar objectives for each year group will be mapped out in half terms and taught both as an integral part of the English lesson as well as discrete lessons.
- Throughout the school, work will be scaffolded and differentiated, based on the needs and attainment of the children. Within classes, children will be grouped by attainment from the previous lesson and learning and teaching will be pitched accordingly.

## **Approaches to teaching the different aspects of the English curriculum**

Appendix 1 sets out the key principles and approaches for teaching the different elements of the English curriculum; speaking and listening, reading and writing. These will be applied consistently throughout the school, adapted appropriately for each age group.

## **Cross Curricular Literacy Opportunities**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum on a weekly basis.

## **The Use of ICT**

ICT will be used to support the teaching of English skills such as phonics and spelling. Home learning will be loaded on to the Learning Platform each week to enable children to access this outside of school. ICT and word processing may be used as appropriate to support children with transcription difficulties.

## **Assessment and Target Setting**

Work will be assessed in line with the Assessment Policy. In addition to this:

- on-going assessment will take place during English lessons and guided reading sessions
- in writing, children will receive next step marking and be given time to respond
- children will have personal writing targets linked to the end of year expectations
- progress in both reading and writing will be monitored closely during the half termly pupil progress meetings between teachers and the Head Teacher.

## **Inclusion**

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. Gifted children will be identified and suitable learning challenges provided.

Throughout the school children are grouped according to attainment and work is differentiated accordingly to allow all children to access learning at an appropriate level. Steps will be taken in class to provide support and challenge as appropriate as well as out of class intervention programmes. All of these measures will be recorded on the class provision maps and evaluated each half term.

### **Role of the English Leader**

The English Leader will monitor the planning and delivery of the curriculum. They will ensure that resources are up to date and new initiatives are shared with relevant staff. Monitoring will include working alongside staff, training staff and observing the teaching of English. It will also include work sampling and pupil interviews. The English leader will also conduct other activities as described on the school strategic plan.

### **The Governing Body**

Regular reports are made to the governors on the progress of English provision. This policy will be reviewed every three years or in the light of changes to legal requirements.

### **Parental Involvement**

We will encourage the support of parents through:

- home reading records to provide a mutual log of in school/out of school comments
- information evenings with an English focus
- regular invitations for parents to share and celebrate the children's work
- an open-door policy with all class teachers

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

Teaching & Learning policy

Handwriting policy

Assessment & Marking policy

Homework policy

Special Educational Needs policy

## **Appendix 1 Approaches to teaching the different elements of the English curriculum**

### **Approaches to Speaking & Listening**

The skills of speaking and listening permeate the whole curriculum and are essential if children are to develop the effective communication skills necessary for later life. Speaking & Listening is taught by:

- providing opportunities to discuss ideas and opinions in pairs, groups, classes
- encouraging children to work collaboratively
- encouraging children to respect and value their own and others' responses
- allowing children a voice to organise and edit their ideas for writing
- providing children with a vocabulary to talk about language and texts
- using drama activities to explore scenarios and possibilities
- providing opportunities for children to present and perform to different audiences
- using ICT to record speaking and listening activities.

### **Approaches to Reading**

Achieving the skills of reading and fostering a love and enjoyment of books is key to English at Grateley Primary School. To enable this, reading is developed through the following:

- Daily reading sessions in every class, encompassing a range of teacher-led and independent reading activities
- Daily phonics sessions will be taught in EYFS and KS1 to teach the foundations of reading. These sessions will be based on a Systematic, Synthetic Phonics programme.
- Regular reading within school and conversation around books to encourage understanding and comprehension
- Daily guided reading sessions to enable children to voice opinions and unpick texts at a deeper level
- Shared reading will be used as a tool in English lessons to model and develop fluency and expression
- Daily 'read aloud' time in all classes with quality texts which promote the enjoyment of books
- Class authors to encourage an interest in quality writing and writers, introducing children to a broader range of authors
- A colour banded scheme in the lower school to pitch reading and texts at an appropriate level and to track progress
- A synthetic phonics reading scheme in the lower school to ensure that children read books linked to their current phonetic ability
- Reading books will be sent home, across the school, along with reading records to record comments
- The opportunity to choose library books, encouraging children to begin making decisions about books and experience a wider range of texts
- Liaison with the School Library Service to ensure texts relating to the broader curriculum are in place
- Regular helpers will be welcomed in all classes to provide a different audience for children to read aloud to and allow additional reading opportunities on a 1:1 basis
- Reading interventions will be put in place for individual children identified to need extra support

- Regular ongoing assessment will take place throughout the school as well as more formal monitoring including the use of reading ages and miscue analysis materials.

### **Approaches to Writing**

From the earliest stages of the Foundation Stage children will be immersed in a print rich environment and encouraged to attempt written forms of communication for themselves. Writing stamina and articulacy will be built up throughout the school, with an emphasis on providing real audiences and purposes for writing.

Writing encompasses many skills which will be developed in the following ways.

#### ***Spelling and Transcription***

- In the lower school the use of phonics and segmenting words will be encouraged to allow children to attempt spelling independently
- Daily spelling sessions will be taught in all classes, following the school's Medium Term Plan for spelling which will be based on the end of year objectives in the National Curriculum (2014)
- Spellings for home learning (years 1 – 6) will be linked to rules and patterns taught in class and assessed weekly
- Keywords will be highlighted and practised at the end of writes
- Children will be provided with prompt cards for spelling to encourage accuracy
- Handwriting will be taught regularly throughout the school in discrete lessons. In the Foundation Stage there will be an emphasis initially on fine motor skills leading to work on letter formation and pencil grip. Children will write in the 'sassoon' style of writing and will be expected to join most of the time from year 2 onwards.

#### ***Planning***

- Children will be provided with a range of planning techniques including text mapping, boxing up and story mountains to help with the structure of texts
- Whenever possible children will be provided with a real purpose and audience to write for. Different stimuli will be used to introduce writing topics to excite and engage the children in their writing.
- Quality texts and WAGOLLs will be used to build vocabulary and understanding of a text type.

#### ***Composition***

- In the Foundation Stage children will be encouraged to mark make and undertake emergent writing from the outset. Children will work on this in both independent and teacher-led activities, in all areas of the curriculum.
- Children will write in both English lessons and other curriculum areas on a daily basis
- Children will have opportunities to write collaboratively, independently and with support
- Children will take part in guided writing sessions with the teacher at least once a week to focus on specific writing techniques
- Grammar and punctuation will be taught through writing and in context as well as discretely, when necessary
- Children will complete a range of writing each week, including at least one longer, extended piece to encourage writing stamina
- Feedback will be given for every piece of writing, either during writing or in distance marking. Successes will be noted and next steps will be chosen and shared

- Children's work will be published and displayed to demonstrate its value and encourage a sense of pride in work

***Editing and Improving***

- From years 1 – 6 children will be given time to respond to distance marking
- All children will be encouraged to be the first readers of their writing allowing them to self-correct whenever possible
- Children in key stage 2 will be encouraged to read and edit work independently using green pen.