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make learning fun.

Stottesdon C. of E. Primary School

The Shropshire Gateway Educational Trust



English Policy

All references in this policy are saved in: Staff Public/ Policies 2021/English Policy

This policy needs to be read alongside other school policies including:

- Assessment
- Teaching and Learning
- Equalities Policy
- SEN Policy
- Gifted and Talented
- Curriculum Statement
- Early Years Policy
- Transition from Reception to Y1 document

This policy should also be read alongside the National Curriculum and other documents from the Standards and Testing Agency.

Rationale:

- The National Curriculum clearly states that teaching the English language is an essential, if not the most essential role of a primary school.
- At school we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is part of the essential knowledge that is needed in society.
- 'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (National Curriculum)
- Stottesdon is an inclusive school. We set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances. We use one to one support, small groups and cross-phase work to help with this. We agree with the statement of the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.'

Speaking and Listening:

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English'. They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others

- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

Speaking and Listening has a key role in classroom teaching and learning. Children's creativity, understanding and imagination can be engaged and fostered by discussion and interaction. Teachers consider the 4 aspects of speaking and listening (below) when planning and find opportunities in all curriculum subjects to incorporate them into their planning. This is done explicitly as well as finding opportunities to reinforce and develop skills.

- Speaking: being able to speak clearly and to develop and sustain ideas in conversation. Teachers in Early years, where necessary, support children with the acquisition of speech, in line with the Sound Wheel (see SEN policy and resources).
- Listening: developing active listening strategies and critical skills of analysis.
- Group discussion and interaction: taking different roles in groups and working collaboratively.
- Drama: improvising and working in role, scripting and performing and responding to performances.

Essential communication skills are integral when exploring and composing texts. In our school, we recognise the potential of speaking and listening and use a range of techniques to raise confidence and enjoyment whilst sharing ideas.

Our aims:

- To enable our children to speak with clarity, confidence, and expression and to take account of their audience, purpose, and differing situations
- To encourage our children to listen with concentration to others, to respond and build on their ideas and opinions and to identify features of language used for specific purposes
- To show our children how to adapt their speech to a wide range of circumstances and demands by giving them the opportunity to listen and respond to literature, give and receive instructions and develop the skills of participating effectively in group discussions

Ways in which we support this:

- In whole class work, shared reading and writing provide opportunities for discussion when working on texts, looking at meaning and considering the use of writing techniques to achieve particular effects
- Talk for Writing approach across the whole school
- Role play – hot seating, mime, freeze framing, conscience alley and performance
- Story telling
- Questioning – recall, inference/analysis and synthesis/evaluation
- Talking partners – to share ideas independently
- Class/group debates
- Sharing and circle time activities
- Pre-teaching topics to improve confidence, vocabulary, and communication skills
- Praise given for use of interesting and ambitious vocabulary (Word of the Day)
- Opportunities to take part in performances
- Opportunities for play (social interaction) see Early Years curriculum

2. Reading:

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.' Reading allows pupils to 'acquire knowledge' and to 'build on what they already know.'

The Curriculum divides reading skills into two dimensions:

- Word reading/decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar, and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

2.1 Our aims:

- To enable our children to learn to read easily and fluently using a range of strategies including phonological awareness to decode and use phonic plausibility
- To help them to be able to read with fluency, accuracy, understanding and enjoyment
- To help them become confident, independent readers, through an appropriate focus on word, sentence, and text level knowledge
- To develop enthusiastic and reflective readers through contact with challenging and substantial texts

Ways in which we support this:

- KS2 whole class guided reading (twice weekly)
- KS1 whole year group guided comprehension
- Comprehensive phonics programme (see progression of phonics grid and word attack strategies) and daily input. Books are phonically decodable and with keywords they have been taught.
- Clear pupil reading strategies (Word Attack)
- Key Stage Two pupils who are struggling with reading or making slower progress are given accelerated reading support
- Children are given opportunities for regular reading to adults in school (see Home Reading support letter)
- Pupils are encouraged to read widely, through our use of differing class texts, and a range of high-quality books in classrooms
- From Yr2, pupils are encouraged to read for pleasure during quiet reading time and are given the opportunity to listen to an adult read
- Ensuring that all children have a daily period of quiet reading and parents supported with reading at home
- Using a home-school reading diary and rewarding regular reading at home through our book token system
- Giving regular opportunities for guided reading, experiencing a wide range of different texts at least twice a week
- Provide a good role-model ourselves by telling children about our favourite children's books or parts of stories
- Colour book bands to help guide choice in Early Years (See book bank appendix).
- Encouraging discussion about favourite stories, books and other texts
- Reading areas which promote high quality texts, support choice and offer a range of genre, phonic games and word attack strategies
- Interventions for individual learning needs e.g. speed reading, phonic crackers, Toe by Toe, comprehension cards, Codex, precision teaching and reading buddies
- Actively teaching comprehension skills (Reading Explorers – skill based; Headstart reading comprehension – develop reading skills and encouraging engagement with literature; Written comprehension questions – Cracking Comprehension and teacher's own designed activities, to support pupils next development steps, on a regular basis).

3. Writing:

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)

- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

3.1 Our aims:

- To help our children develop an understanding that writing is a creative process, essential to thinking and learning and enjoyable in its own right.
- To enable our children to learn to communicate meaning in narrative and non-fiction texts, spelling and punctuating accurately and for a range of purposes.
- To enable them to improve their planning, drafting and editing skills

Ways in which we support this:

- Working walls to show and support learning journey
- Analysing quality texts
- Valuing children's writing at all stages thus encouraging children to see themselves as writers from early on - celebrate writing across the curriculum within each class
- Providing real purposes for writing, enabling children to become increasingly aware of their intended audience
- A multi-sensory approach providing a range of contexts and stimuli (Talk for Writing)
- The use of drama skills
- Providing a role model through the teacher sharing their own writing processes and experiences
- Providing writing frames where appropriate
- Giving children experience of a range of ways to plan so they can choose which is appropriate for their needs as they progress through the school
- Teaching grammar as a separate lesson where necessary as well as embedded within daily writing sessions
- Providing time for planning, editing and revising
- Marking extended pieces of work in-depth and set targets with the pupil
- Use checklists for pupils to self-assess or peer assess, when appropriate so they can evaluate effectively.
- Encouraging joined handwriting to support spelling and speed from Year 1 when letter formation is secure (see handwriting policy)
- Supporting pupils with learning and motor difficulties
- Meeting with parents to help them support their child

4. Spelling and Vocabulary Development

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

- Ongoing
- Progressive and systematic
- Making links from known words
- Subject specific- accurate mathematical and scientific words

4.0 Our aims:

- To encourage our pupils to have a wide and growing vocabulary in a number of ways

Ways in which we support this:

- Development alongside KS1 phonic programme (see progression of phonics which includes application to writing)
- Word of the Day to introduce and encourage high level vocabulary throughout the school – to be celebrated

- weekly through sentence of the week
- Use of purple pen to edit
- Spelling lists/key words to take home and learn
- Consistent application across the whole curriculum ensuring that spelling knowledge is applied and valued across all subjects
- Regular spell spot across all subjects
- Whole school Spelling Bee initiative and celebration
- Using the correct vocabulary orally
- In-depth word-based lessons looking at patterns - No Nonsense spelling scheme with regular weekly input from teacher at least 3 times a week
- Using dictionaries and thesauruses
- Using texts to explore vocabulary choices and the effect they have
- Targeted one to one/small group support where appropriate
- Use of alphabetic code to support accurate phonic choices (see alphabetic code)

5. Foundation Stage (see Early Years Policy)

Teachers in the Foundation Stage follow the *Communication and Language strand and Literacy strand of the Early Years Foundation Stage (EYFS) Framework 2021*.

By the end of the Foundation Stage children should:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
- Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

6. Specific groups: (see assessment policy)

- Analysis of English achievement is carried out termly, pupils who are moving slower or making little or no progress are discussed and plans made.
- Pupils entitled to pupil premium are given additional English support and this is monitored for effectiveness termly.
- Pupils with EAL are given additional support in all aspects of English.
- Pupils who are gifted and talented receive additional support and a differentiated curriculum.
- Pupils with SEN will have English based targets on their provision map/EHCP. These are reviewed termly.

7. Planning and Assessment: (see assessment and planning policies)

Planning:

- Termly curriculum maps can be found online for all classes: staff workgroup/curriculum maps.
- Pupils can be taught in mixed Key Stage Classes where appropriate and planning shows differentiation.
- Short term planning is flexible allowing for assessment for learning after each session/ group of sessions.
- Pupils may be streamed by ability for some sessions/types of homework/support.

Assessment:

- Teachers assess pupil's learning during and as part of every session. They adapt their practice accordingly and adjust daily plans. Written or verbal feedback is given to help guide children's progress and relates to their targets.
- Support by careful assessment of pupils spelling ability through work analysis, dictation, end of phonics phase assessment (see phonics and KS2 screening)
- Children (appropriate to age and ability) are encouraged to make judgements about how they can improve their own work.
- Teachers use on-going and regular formative assessment to assess against the key objectives and help them plan for the next unit of work.
- Summative assessments of reading comprehension ability are carried out, tracked and monitored half-termly.
- Writing levels are assessed termly, using assessment sheets.
- End of Key Stage Assessments are analysed by the Co-ordinator and Head teacher and feed into the school SEF, development plan and performance management.

8. Resources

There are a range of resources to support the teaching of English across the school. All KS2 classrooms have dictionaries, thesauruses, and all classes have a variety of age-appropriate resources. Year 2 have sound mats (in appendices), common exception word lists and high frequency word fans.

All classes have a wide range of high-quality fiction and non-fiction texts.

9. Monitoring and review

Monitoring of the standards of children's work and the quality of teaching in English is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for English in the school. The subject leader gives the Head teacher an annual summary report evaluating the strengths and weaknesses in the subject and indicating areas for further improvement. The named governor responsible for literacy meets regularly with the subject leader to review progress.

Updated May 2021