



EASTRINGTON PRIMARY SCHOOL

POLICY FOR TEACHING ENGLISH

Written – February 2017 Spring 2019

Reviewed – Summer 2021

Date of next review: Summer 2023

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Policy for Teaching English

At Eastrington School, we endeavour to provide high expectations for the pupils to achieve, promoting success in the classroom, the school and the community in which we live.

1. AIMS

At Eastrington Primary School our pupils will:

- Read and write with confidence, fluency and understanding, using a range of strategies to independently self-check and edit their work.
- Become confident speakers as well as developing listening and responsive skills;
- Have an interest in words and their meanings which will promote a growing vocabulary;
- Become competent spellers by developing an understanding of the spelling system whilst using a variety of strategies and rules;
- Develop a legible and fluent style of handwriting;
- Know, understand and be able to write in a range of genres in fiction and poetry demonstrating a knowledge of narrative structures in terms of setting, character and plot;
- Understand, use and be able to write a range of non-fiction texts, being aware of how to structure writing and select appropriate vocabulary to suit its purpose;
- Show an interest in books, read with enjoyment and explain their preferences;
- Through reading and writing, develop their powers of imagination, inventiveness and critical awareness;

2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage.

In the Foundation Stage (Reception) children are 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 opportunities to communicate.

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

At Key Stage 2 (Years 3-6) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

3. ORGANISATION OF ENGLISH

Foundation Stage

In Foundation Stage, children have daily discrete phonics lessons. 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 Key Stage 1 daily discrete phonics / spelling lessons continue and children have daily English lessons with an emphasis on real texts. Children take part in whole class and individual reading sessions and have regular story times to develop a love of reading. English 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 English.

Key Stage 2

In Key Stage 2 children have daily English lessons along with additional English sessions, which may focus on reading skills, spelling or handwriting (refer to Handwriting Policy). English skills are developed across the

curriculum wherever possible. Provision is made for children who require extra support through targeted teaching, intervention programmes and differentiated class teaching.

4. APPROACHES TO SPEAKING, LISTENING, COMMUNICATION AND LANGUAGE SKILLS.

In the Foundation Stage, communication and language development is key to children's overall development and progress. Teaching involves giving the children opportunities to be immersed in a rich language environment, developing their confidence and skills in expressing themselves and enabling them to speak and listen in a range of situations. The children are encouraged to use language to imagine and recreate roles and experiences and develop attentive listening and response. In Key Stage 1 we build on the children's speaking and listening experiences from the Foundation Stage. We teach children to speak clearly, thinking about the needs of their listeners. They work in small groups and as a class, joining in discussions and making relevant points. They also learn how to listen carefully to what other people are saying, so that they can remember the main points. In Key Stage 2 we build on the children's experiences of speaking and listening from Key Stage 1, teaching children how to speak in a range of contexts, adapting what they say and how they say it to the purpose and the audience. Children have numerous opportunities for their voice to be heard in school, for example, through the School Council, as anti-bullying Ambassadors and class discussions. Any speech, language and communication needs are rigorously monitored and referred to the relevant agencies for further support when needed.

5. APPROACHES TO READING

Pupils in Foundation Stage and KS1 have daily phonics lessons enabling children to learn to decode efficiently. Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail. As the children move through the school, opportunities to read independently for a sustained period of time are afforded to them.

A range of reading schemes are used to support early readers and Key Stage 1 as well as 'real books', all of which are organised by phonics phases and later coloured book bands. The school has a very successful reading reward scheme which enables the children to collect bronze, silver and gold awards for reading at home. These awards are presented to the children in the Friday awards assembly.

In Key Stage 2 children continue to choose books to take home and read from the banded books and then progress onto free readers.

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 children which, we believe not only helps to develop inferential skills, but also supports a lifelong love of reading.

Whole school reading focused activities are planned throughout the year to promote the pleasure and variety of books, i.e. Love that Book weeks and World Book Day.

In the Foundation Stage, the teaching of reading is initially done as shared reading with the class teachers and Nursery Nurse. Children then begin to participate in short guided reading sessions where and when appropriate later in the academic year. As the children progress through KS1 and 2 texts are used with a whole class approach, to aid and inspire the curriculum. Children are taught to recognise and answer different types of questions using VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve, Summarise).

6. APPROACHES TO WRITING

Our aim is 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. In order to do this teachers use a variety of teaching and learning styles with planning led by the 2014 National Curriculum. For example, teachers will often use scaffolding by providing WAGOLs (What A Good One Looks Like) alongside success criteria for composition of non-fiction and fiction texts. Children are shown the importance and value of communicating through writing in a wide range of genres and are helped to develop accurate spelling and punctuation. There is a progressive emphasis on the skills of planning, drafting, proof reading and editing. 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 use the purchased handwriting scheme Write Well in school to help children develop fluent, clear and legible joined up writing (see Handwriting Policy for further details).

7. APPROACHES TO GRAMMAR AND SPELLING

In Reception and KS1, daily phonics is the key to the children's learning of spelling. This is taught using the LCP planning (linked with Jolly Phonics) and then in conjunction with the Spelling Shed scheme. This scheme is then followed by all pupils in Key Stage Two. 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). Pupils in Key Stages One and Two are given age and ability appropriate weekly spelling lists to learn taken from the phonics focus or the Spelling Shed scheme. These are also reinforced by the online resources and app, which the children can play at home. The spellings are subsequently tested and teachers monitor results.

8. CROSS-CURRICULAR ENGLISH 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. Children use ICT where and when appropriate to enhance their learning.

9. ASSESSMENT

In the Foundation Stage Communication and Language and Literacy are assessed using Development Matters and the EYFS Profile. For Key Stages 1 and 2, Reading is continually assessed by teacher assessment using tracking sheets. Pupils also complete a termly standardised reading assessment using the PIRA materials. Grammar is assessed termly using the 'Rising Stars' test materials alongside teacher assessment. In addition to the class weekly checks, Spelling is assessed using words from the Spelling Shed scheme half termly and against the Common Exception words termly. Writing is assessed termly where teacher's judgements are made on the pupil's unaided writing throughout that term, although an ongoing assessment sheet is in the pupil's books to support this process. All data is recorded on our school tracking system and challenging targets are set for each pupil.

Nationally Standardised Summative Assessment (English)

Year 1 Phonics Screening Test

All Year One pupils must take part in a Phonics Screening Check during a specified week in the summer term. This test is administered internally by the Phonics Coordinator or a member of staff who the children are familiar with. Any pupils in Year 2 who didn't reach the statutory requirement in Year One, also need to retake the Phonics Screening Check. Data must be reported to the Local Authority, to parents and shared with the headteacher. This information will also be shared with the child's new class teacher ready for the start of the next academic year.

National Key Stage One Assessments.

At the end of Year 2, pupils will be assessed against the teacher assessment standards in reading and writing. Pupils will be assessed against criteria under the following headings:

- Reading – working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Writing – working below the expected standard, working at the expected standard and working at greater depth within the expected level.

The pupils will also sit tests which will consist of:

- English reading Paper 1 – combined reading prompt and answer booklet

- English reading Paper 2 – reading booklet and reading answer booklet
- English grammar, punctuation and spelling Paper 1 - spelling
- English grammar, punctuation and spelling Paper 2 - questions

These will be carried out in the classroom over the month of May and the children will receive a standardised score where 100 is the expected attainment.

National Key Stage Two Assessments

Teacher Assessments

At the end of Year 6, pupils will be assessed against the teacher assessment standards in reading and writing. Pupils will be assessed against criteria under the following headings:

- Reading- working at the expected standard, has not met the standard and working at greater depth
- Writing- working below the expected standard, working at the expected standard and working at greater depth within the expected level.

The pupils will also sit tests which will consist of:

- English Reading Paper 1 – Reading booklet and associated answer booklet
- English Grammar, Punctuation and Spelling Paper 1 – short answer questions
- English Grammar, Punctuation and Spelling Paper 2 - spelling

10. EQUAL OPPORTUNITIES AND DIVERSITY

At Eastrington School, we are dedicated to promoting and raising literacy standards in for all pupils. Children have the opportunity to study books based on a wide variety of topics from a range of cultures and backgrounds in order to broaden their understanding of diversity and the multi-cultural society that we live in. English lessons give EAL pupils the support needed to become confident and fluent in using spoken English.

11. 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 not meeting age-related expectations and take steps to improve their attainment in liaison with the SENDCo. Teaching Assistants are well utilised within our school – they work alongside teachers in whole class sessions, in a small group setting or on a one-to-one basis to support identified children. At Eastrington it is the responsibility of all teachers to plan, teach and assess pupils with SEND.

12. ROLE OF SUBJECT LEADER

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating English:
 - analysing data and tracking pupil progress
 - marking and planning
 - curriculum coverage
 - provision of English (including supporting staff with intervention programmes alongside the SENCO)
 - the quality of the Learning Environment;
- Supporting colleagues in their CPD;
- Purchasing and organising resources;
- Keeping up to date with recent developments in English and the National Curriculum;

- Informing Governors and keeping them up-to-date with any developments / issues.

13. 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. Parents are involved in hearing children read, and are encouraged to discuss books with them. Parents and community members are welcomed into school to support reading in the classroom.

Parents are given information regarding English through our website and parents evenings.

SATs results are published in accordance with Government legislation.

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

- Phonics policy
- Handwriting policy
- Homework policy
- Marking and Feedback policy
- Special Educational Needs Policy