



# ENGLISH POLICY

*Reviewed Annually by the Pupil Progress and Pupil Welfare Committee*

<b>Date of last review:</b>	<b>Signature:</b>
Autumn 2015	<i>Hard Copy on file</i>

## Introduction

At Alford Primary School, we recognise that competency in the four areas of English (Speaking and Listening, Reading and Writing) underpin learning across the curriculum. Therefore the provision of quality teaching and learning opportunities for children to acquire these vital skills is central to our teaching practice. The four areas of English will be considered individually; however, since English is dependent on the inter-relationship between these four areas, teachers will build on links between them across units of work. We recognise that language and literacy learning is most effective in a meaningful and purposeful environment, through experiences and opportunities that contextualise learning and through excellent adult and peer modelling. We understand that in order to become confident users of language, pupils need to be able to write, speak and read Standard English with fluency and accuracy. We aim to support children in becoming keen, enthusiastic and competent readers.

## School Curriculum - Programme of Study

### Speaking & Listening

Pupils' understanding of the spoken word and their capacity to express themselves is central across the whole curriculum. We recognise the importance of spoken language in pupils' development, as it underpins the development of reading and writing and often forms the starting point for teachers when planning for progression in these areas.

#### ***Aims and objectives***

*For children to be able to:*

- Build on oral skills that have begun at home prior to children reaching school age, however limited;
- Develop a wide vocabulary and spoken grammar skills;
- Develop questioning skills when responding speakers and texts;
- Interact purposefully with peers and adults;
- Express and justify opinions, using the conventions for discussion and debate;
- Listen attentively to each other and to adults in school;
- Work cooperatively in small and class groups with a variety of people in different contexts
- Gain knowledge and participate in the artistic practice of drama;
- Improvise, devise and script drama for a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

### Reading

Competence in reading is the key to independent learning and is given the highest priority, enabling the children to become enthusiastic, independent and reflective readers. Success in reading has a direct effect upon progress in all other areas of the Curriculum and is crucial in developing children's self-confidence and motivation. At Alford Primary School we follow "Letters and Sounds" for phonics and a combination of "Oxford Reading Tree" and "Pearson Bug Club" for reading. For children who need focused support in KS2 with their reading and phonics, a combination of "Read, Write Inc." and "Rapid Readers" is used.

#### ***Aims and objectives***

*For children to be able to:*

- Provide all children with the necessary decoding skills / reading strategies to access texts;
- Become confident and fluent readers with excellent understanding of what they read;
- Read aloud, with expression and intonation, including reading as performance;
- Read with enthusiasm and develop a lifelong love of books;
- Access and effectively use a range of genres, including narrative, poetry and non-fiction;
- Develop competency in using electronic media to access meaningful texts;
- Develop a critical appreciation of what they read;
- Develop their own imagination, inventiveness and critical awareness;
- Monitor and evaluate their own reading and reading experiences;

- Develop reading and retrieval skills that allow them to use a text effectively;

## Writing

We recognise that writing is an essential skill for children to learn in order to respond to their learning across the curriculum. We believe real life experiences that encourage children to write independently for a purpose are essential in developing the ability to communicate effectively through writing. It is a strength of the school that we provide writing opportunities within a rich, broad and purposeful curriculum.

### ***Aims and objectives***

*For children to be able to:*

- Enjoy writing and be competent in communication through writing;
- Write for a variety of purposes and audiences;
- Organise and structure their writing so that meaning and purpose are clear;
- Achieve age appropriate objectives as a foundation to be built upon at each stage;
- Take pride in the presentation of their written work;
- Use a variety of media effectively as part of their writing skill base;
- Proof-read and edit their own writing to improve the quality of their written work.

## Phonics & Spelling

- We use Letters and Sounds as a basis for our phonics teaching, which is supplemented by interventions including Read Write Inc. and others recommended by the School Improvement Service.
- Children in EYFS complete a variety of directed phonics activities every day.
- In Key Stage 1, pupils receive 30 minutes phonics teaching every day. The children are streamed into smaller groups to provide intensive support.
- In Key Stage 2, children have dedicated spelling sessions every week; some pupils with significant SEN have this increased to accommodate additional Lexia tuition.

## Grammar & Punctuation

- In Key Stage 1, Grammar and Punctuation are taught discreetly, through writing lessons. Pupils with additional needs receive an extra hour of Grammar and Punctuation support each week.
- In Lower Key Stage 2, children receive regular P&G sessions, though vulnerable learners complete their Lexia tuition during some of these sessions.
- In Upper Key Stage 2, children receive focused P&G sessions during week, though children with significant SEN receive additional Lexia tuition during this time.

## Handwriting

Pupils in Key Stage 1 follow the Read, Write Inc. handwriting scheme and receive focused practice sessions up to four days per week. Key Stage 2 children follow the Nelson handwriting scheme during regular practice sessions throughout the week. Children who require support to form / join their letters fluently and legibly receive 1:1 or small group intervention, as appropriate.

## Teaching and Learning

The approach to the teaching of English within the school is based on our Teaching & Learning Policy (reviewed November 2014).

## Displays

All classrooms have an English Learning Wall, which not only shows the learning through a unit of work, key features of the text type and learning prompts, but is also an interactive area (whiteboard) where children can show their understanding of current learning and next steps, where appropriate. Star Workers are also displayed in this area, where comments from peers and visiting adults are encouraged.

## **Assessment**

Children in the Foundation Stage are assessed in accordance with the EYFS curriculum.

For the first time this year, each child in Year 2 and Year 6 will be teacher assessed using the 'new' national curriculum expectations in each of the attainment targets in English. Year 6 children will also sit externally marked tests (SATs) in May for Reading and Spelling, Grammar and Punctuation (SPaG).

In all year groups, Teacher Assessments will inform end of year predictions as to each child's attainment in Reading, Writing and SPaG; these will be made in December, March and June, supported by formal testing every short term. In addition, all children will complete a standardized reading comprehension test at the end of the year (NGRT), as well as the Single Word Spelling Test three times during the year.

## **Marking and presentation**

Please refer to the Marking and Feedback Policy (reviewed November 2014).

## **Homework**

Pupils are expected to record three home reading sessions in their homework diary every week. In addition to this, parents are also encouraged to read to / with their children throughout their time in primary school. Ability-matched spellings are taken home to be learnt for a test during the following week, which may take the form of an activity for Key Stage 1 phonics. For school holidays and in the run up to SATs, Year 6 pupils receive focused reading comprehension and writing practice in a variety of genres, as well as activities involving grammar and punctuation.

## **Monitoring and Evaluation**

The curriculum leader, alongside SLT, are responsible for monitoring and evaluating curriculum progress. This is done through book scrutiny, planning scrutiny, lesson observations, learning walks, pupil interviews, staff discussions, regular audit of resources and attendance of cluster meetings.

## **Review**

The English policy will be reflected in our practice. The policy will be reviewed annually.

## **Agreement date of policy**

This policy was developed by the English curriculum leader in November 2014 and updated in November 2015.