



English

Next review: Autumn 2022

Purposes of Learning

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

We aim to ensure that all pupils:

- 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;
- appreciate our rich and varied literary heritage ;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion in order to learn - they should be able to elaborate and explain clearly their understanding and ideas;
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Planning

There are allocated English sessions, taught throughout the week. There are also additional sessions for the provision of the wider English curriculum. There is an agreed format used for medium term planning and the documentation may be found in the Lesson Planning Policy.

Primary School Staff meetings and Key Stage meetings are used to discuss the English curriculum and to ensure consistency of approach, standards and expectations. Planning for English is year by year, term by term reflecting the National Curriculum and covering sustained writing. All teachers are responsible for weekly planning, based on the agreed medium term plans and using a standardised format. The documentation is found in the Lesson Planning Policy.

They will:-

- identify the appropriate teaching and learning strategies required, taking into account the different learning styles of the children;
- provide a balance and variety within the classroom of content and organisational learning opportunities for children;
- assess and plan for the specific needs of children within their own class whilst adhering to the progression laid down in the scheme;
- keep agreed records of planning.

Classroom Delivery

The Teaching and Learning of English incorporates the following:-

- Reading
- Writing
- Grammar
- Spelling
- Spoken language

Approaches to Teaching and Learning

Foundation Stage 2 (Year R)

The practice in Foundation Stage 2 follows the EYFS curriculum including:

- opportunities to develop and experience speaking and listening;
- experiences that develop gross and fine motor skills across all areas of the EYFS curriculum through play and handwriting activities;
- sharing and enjoying a range of rhymes, songs, stories and books for pleasure;
- immersion in a print rich environment with opportunities for oral language and written communication, e.g. differentiated phonic activities;
- focused activities that teach children early communication language and literacy skills.
- daily phonics sessions following the Government Letters and Sounds document
- individual letter sound homework books (Jolly Phonics) and reading books (Oxford Reading Tree, Songbirds, Lighthouse);
- focused handwriting session and homework letter formation books;
- group and 1:1 reading sessions, using parent helpers for additional reading sessions.

KS1 and 2

The teaching of English will include:

- explicitly taught and planned sessions following the guidance and objectives of the New Primary Curriculum and linked to end of year expectations that are shared with the children;
- Speaking and listening activities, e.g. role play, pair talk, drama and hot seating in order to prepare pupils for the writing process
- Explicit daily teaching of phonics in Key Stage 1 and spelling through Rising Stars, Twinkl and Spelling Shed programmes in Key Stage 2 (once phonic knowledge is secure)

- Developing a sounds awareness of grammar and punctuation through analysing quality texts;
- Work using a range of genres that enables pupils to develop comprehension and composition skills and the understanding of the importance of presentation for impact. This will include using ICT to produce work on occasion;
- letter formation, handwriting and presentation skills taught and modelled;
- immersion in a print rich environment, using book-based units of work that promote a reading culture and develops children's oral and written communication;
- all children will participate in guided reading sessions (group or whole class) which focus on comprehension as well as providing opportunities for developing reading skills and developing their vocabulary.

Spelling, Punctuation and Grammar (including phonics)

In Foundation Stage and year 1 children will follow the programme: 'Letters and Sounds' alongside Jolly Phonics, on a daily basis following a four-part lesson structure which embeds previous learning, providing opportunities for the pupils to practise their learning in addition to teaching the next step.

Phonics is taught explicitly in Foundation Stage and Year 1. Children in Year 1 participate in a statutory national phonics screening check. Those identified as needing additional support will continue to be taught phonics until they are secure with this, using intervention sessions in Year 2. Children's phonological awareness and spelling strategies are regularly assessed and this informs teaching.

In Year 2 all children work on spelling activities based on the New Primary Curriculum objectives (old phase 6). As well as intervention groups for children not achieving the Year 1 Phonics Screening Test, children with SEN work on whole word / Toe by Toe intervention. In KS2 children focus on learning the spelling patterns and words from the New Primary Curriculum. They have discrete spelling teaching (three, thirty minute sessions per week) and homework based on these patterns.

Throughout the school, children also work on learning spellings which they personally find tricky. Children are taught to employ their knowledge of sounds, patterns and to look for links in words to find effective methods for their own use and we understand that no one method will work for all.

Grammar and punctuation are taught explicitly as well as forming part of each lesson and identified in marking. Children in KS2 complete regular spelling, punctuation and grammar tests in preparation for the end of KS2 assessments.

Reading

We believe in developing a reading culture throughout the school by creating welcoming, labelled book areas in classrooms, having regular opportunities to borrow fiction and non-fiction books and raising the profile of reading through a print rich environment, attractive book displays and regular book fairs.

Guided reading activities are closely linked to the end of year expectations for each year group. Whole class and group guided reading ensures children are taught a range of reading skills which they practice at school and home - guidance is provided to help parents to support their children at home.

All pupils in the school are assessed using PM Benchmarking, which enables children to be given appropriately challenging texts as well as allowing monitoring of progression across the school. Children are also encouraged alongside their book-banded book to select books to read for pleasure.

Children are expected to undertake reading as part of their weekly homework and all pupils should be reading at least 4 times a week, aiming to read for between 30 minutes and an hour a day by the time they reach Year 6. Parents play a vital role in improving their child's reading and are expected to comment in their child's home-school reading record on how their child read or the discussion they have had about their child's understanding of the text.

Supporting a 'mastery' approach to reading with Let's Think in English

Teachers have been trained in Years 2 – 6 to deliver the Let's Think in English (LTE) programme. Each class undertakes 4 – 6 units per term.

Lessons develop pupils' ability to provide reasoned justifications for their views, predict, summarise and draw inferences when reading texts. Furthermore, through LTE pupils identify how language, structure and presentation contribute to meaning, examine authors' choice of language and other stylistic features and consider the purpose of the text. Pupils develop their higher-order reading skills (and subsequently writing) through group discussion and sharing their views.

Let's Think in English primary programme supports a mastery curriculum. Pupils are provided with structured challenges where they develop their reasoning with the support of their peers while the teacher helps deepen their reasoning through mediation. LTE believes mastery can only be understood in terms of the development of cognition.

Writing

We believe that writing should be a creative/developmental process both at a functional and an imaginative level. All attempts at writing are valued and we know that all children have potential to be successful writers. The compositional and transcriptional skills are taught alongside the creative aspects. Immersion in reading, talk and preparation for writing is essential to the writing development process.

We teach writing through teacher led class composition, guided writing with small groups, independent writing and in the Foundation Stage, providing many opportunities for child-initiated developmental writing.

Grammar and punctuation are explicitly taught and children develop a good understanding of how to use these correctly. Writing is often for a purpose, often linked to class topics and teachers are encouraged to make full use of the school environment to provide opportunities for stimulating writing ideas – this is very evident in Years 2 and 3 where 'Forest School' activities are used as a stimulus for writing.

Writing is promoted across all areas of the curriculum – in each subject there should be a minimum of one piece of extended writing per term.

In order to promote writing to all pupils, planning is closely linked to books that will stimulate the children's interests.

Children develop an understanding of the requirements of each text type and have good examples to follow before being asked to produce their own. Pupils are given opportunities to write at length and a piece of work may take several days to complete as they go through the writing, editing and publishing process. Teachers guide pupils in their writing through careful individualised marking and 'next step' targets.

Handwriting

Handwriting and letter formation is explicitly taught throughout the school in a script that will enable pupils to join through forming each letter with a lead-out ready to join to the next letter.

Early intervention and regular handwriting lessons in the Foundation Stage and KS1 aim to ensure all pupils are writing in the appropriate style by the time they reach Year 3 and at this point, children are expected to join.

Good presentation is emphasised at all times and through all forms of writing. Pencil grips and writing boards are available for use by SEN pupils. The school has high expectations of handwriting and presentation of work and children are held to account for ensuring their work is always of an appropriate standard.

Spoken Language

Children are provided with many opportunities to develop their spoken language skills through drama, discussions and paired work. Children play an active part in presentations, topic talks, group discussions, debates and drama activities on a regular basis and speaking and listening opportunities are planned for and exploited across the curriculum.

Assessment and Recording

Careful records are maintained and passed on to ensure continuity and progression. These records indicate progress with the yearly objectives for year 1 & 2, Lower Key Stage 2 and Upper Key Stage 2 as laid out in the New Primary Curriculum.

Formative assessment, carried out by the class teacher, is an integral part of the role and is used on a daily/weekly basis to inform future planning. It involves identifying children's progress against teaching objectives, children that need further challenge or support can be identified and work given to reflect this. This monitoring is kept in each class teacher's marking book and updated daily. This process will be linked to the whole school assessment arrangements for marking pupils work and target setting.

A piece of unaided writing is completed each half term and then marked and assessed against a detailed breakdown of the New Primary Curriculum expectations for each year group. All class teachers have yearly objectives and examples of writing to illustrate these objectives that can be found in the Early Years Foundation Stage Writing Portfolio, and the Writing Portfolio that is kept electronically on a shared staff file.

The Co-ordinator maintains the writing portfolio of work, which illustrates objective coverage and is available to all.

Children's overall progress in English is assessed termly and the result entered onto tracking sheets kept in the class record file as well as centrally by the Head Teacher.

Details of the assessment arrangements for the children in F2 are found in the Policy for the Early Years. For more details and the timetable of annual assessments, see the school's Assessment Policy.

Evaluation

The school evaluates English by:-

- reviewing children's skills and knowledge through the monitoring process
- reviewing portfolios and considering current children's needs
- staff meetings - formal and informal
- staff consultations at the end of the school year
- identifying strengths and weakness from annual SATs in KS1 and 2