

English Policy



March 2021

ENGLISH POLICY 2021

INTENT

1. AIMS

We aim to develop all our pupils' speaking and listening, reading and writing skills through our Integrated Curriculum. English is closely linked to this curriculum to make learning purposeful and provide a context for reading and writing tasks. Through quality texts children acquire a love for reading and writing whilst developing their knowledge and understanding. Our aim is that children will leave Ashlands Primary School, secondary school ready and with a love for the subject.

Pupils at Ashlands Primary School will leave Year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- with a love of reading and writing and a desire to read and write for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing imagination, inventiveness and critical awareness;
- having a suitable, technical vocabulary to articulate their responses and able to express their opinions.

2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the New Curriculum (2013) and in the Communication and Language and Literacy sections of the Statutory Framework *Development Matters* for the Early Years Foundation Stage (2012).

In the Foundation Stage (Nursery and Reception) Through adult guided activities and provision based learning, 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.

In Key Stage One

- Children learn to speak confidently and listen to what others have to say throughout all subject areas. They learn to read and write independently, for pleasure and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds whilst developing a rich vocabulary.

In Key Stage Two

- Children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts in school, at home and for pleasure 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.

IMPLEMENTATION

3. SUBJECT ORGANISATION

Foundation Stage

In Foundation stage children have daily discreet 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. The learning environment is rich and engaging in order to enthuse and encourage communication, language and literacy in all areas.

Key Stage 1

In Key Stage 1 whole class daily, discreet phonics lessons (L&S) are taught. English lessons are taught daily, with an emphasis on real texts, both fiction and non-fiction. Children take part in whole class guided and individual reading sessions and have regular story times to develop a love of reading. Literacy skills are developed across the curriculum and through regular handwriting practise and spellings. Provision is made for children who require extra support through differentiated class teaching and resources, for example word mats and checklists.

Key Stage 2

In Key Stage 2, children have daily English lessons as well whole class guided reading, handwriting and spelling sessions, organised over the week. A class novel will be read and usually links to the Integrated Curriculum topic. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes.

4. APPROACHES TO SPEAKING AND LISTENING

The National Curriculum for English (2014) reflects the importance of spoken language in pupils' development across the whole curriculum cognitively, socially and linguistically. At Ashlands Primary School we feel spoken language underpins the development of reading and writing. The quality and variety of language that

pupils hear and speak are vital for developing their vocabulary and grammar. Children at Ashlands are therefore given the opportunity to take part in drama and role play activities through their English work and across the curriculum. Performance poetry is also taught to develop prosody throughout all Key Stages.

Teachers ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils from Year 1 to 6 develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They are assisted in making their thinking clear to themselves as well as to others and teachers enable pupils to build secure foundations by using discussion to probe and remedy their misconceptions. Pupils are also taught to understand and use conventions for discussion and debate.

All pupils participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. In each Key Stage, pupils are taught to adopt, create and sustain a range of roles, responding appropriately to others in role. This is through English and Topic lessons but also through the extensive work covered by PPA staff.

Children have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Our aim is for our children to become confident speakers, so opportunities are given for them to prepare and give talks to their peers. As they progress through school, they will be encouraged to have a larger audience. Regular opportunities are given for public speaking, these include Celebration Assemblies, where children present their work to an audience of their peers and parents.

5. APPROACHES TO READING

Foundation Stage and Key Stage 1

Discrete daily phonics sessions in FSU and KS1 enable children to develop efficient decoding skills. Children have the opportunity to apply these skills and develop reading strategies, and discuss texts in detail in individual, guided, shared and independent reading sessions. The emphasis in FSU and KS1 is on effective decoding and developing a love of reading.

Children will have a school reading book which will be changed regularly. This will link directly to their phonetic learning, ensuring children only take home books

which are accessible. These books are used to support the development of reading and comprehension skills. Parents are encouraged to read with their child as often as possible and asked to record this in their child's Reading Record. Letters are sent home offering advice to parents about reading with their child and an open door policy is in operation so that parents can discuss their child's progress, interests and any concerns they may have.

Children are given opportunities to read frequently with teachers, teaching assistants and volunteers. In addition, many exciting and rewarding activities are arranged to promote the pleasure and knowledge which can be gained from books; whole school themed days, weekly buddy reading with upper KS2, visiting authors and World Book Day. All children are encouraged to take home books from the school library. The library has a wide variety of fiction and non-fiction books which are relevant to the curriculum and the interests and ages of the children. Children are regularly read to by adults, including teachers and parents.

Key Stage 2

In Key Stage 2 children continue to progress through the banded reading books. The Reading Record Book continues to be a valuable means of communication between home and school. Skilled readers are encouraged to continue reading from the banded reading stock and progress to 'Advanced Readers'. Here they will be exposed to fiction, non-fiction and abridged versions of the 'classics'. This is to broaden their general and literary knowledge as well as continuing to expose them to good examples of both sentence and text structure. Banded books are supplemented by the books children choose to read for pleasure, both from the class and school libraries.

It is through a structured approach, a stimulating literature rich environment and many varied opportunities to read and celebrate reading that we endeavour to develop a lifelong love of reading in our children. This love of reading and books translates into a desire to write and communicate their own thoughts, feelings and ideas.

Guided Reading

Following whole school training from a specialist we are now, as a school, conducting our guided reading sessions as a whole class. Support is given to individuals, where appropriate, to ensure all children can access texts and activities.

6. APPROACHES TO WRITING

We aim 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. Attention is paid throughout the school to the formal structures of English: grammatical detail, punctuation and spelling. An emphasis is also placed on the creative writing process and children use their imaginations and creativity to implement the skills they have learnt when writing independently.

Foundation Stage

In Foundation Stage, children have a language rich environment, which alongside creative teaching encourages children to write in a variety of styles and genres across the curriculum. In each area of continual provision, a writing tool kit can be found, which encourages both boys and girls to write names, labels, captions and sentences. Teachers model writing and display a variety of writing in each area. Children also become familiar with retelling simple traditional stories in order to develop their use of story language.

Key Stage 1

Throughout Key Stage One, children are taught to write simple sentences from memory and are encouraged to use their phonic skills and apply learnt spelling patterns when spelling unknown words. They will also become familiar with writing high frequency words and common exception words. All children are encouraged to say a sentence out loud before writing it, rehearse sentences orally, sequence sentences to form short narratives and re-read what they have written to check it makes sense. Through effective marking and feedback teachers will provide pupils with the tools to edit and re-draft their work. Children will contribute and use the working wall and displays to help them with their writing across the curriculum. By the end of Year 2, children will have the stamina to write at length. They will produce a range of texts including narratives, poetry, non-fiction and those based on personal experiences.

Key Stage 2

In Key Stage Two pupils are taught strategies to help them to plan, draft and edit their writing for a variety of different audiences and purposes. Where necessary, children will draw on relevant research and reading and use drafts of texts to ensure spelling, punctuation and grammar is accurate. Children will be encouraged to enhance the meaning of their writing by using the working wall and other displays within each classroom; ensuring paragraphs are cohesive and coherent. During English sessions children are encouraged to evaluate their work

and check and edit the tense and grammatical features of their writing. Teachers ensure consistent and effective marking and feedback in order to support pupils further in progressing.

The children are given frequent opportunities in school to write in different contexts and for a variety of purposes and audiences. They may be asked to produce their writing on their own or as part of group. Children will also be given the opportunity to use ICT for their writing and use resources such as dictionaries, word mats and 'Mighty Writer' for support. We use the programme 'Letterjoin' to aid our teaching of correct letter formation and orientation using cursive script (from Reception).

7. CROSS-CURRICULAR LITERACY OPPORTUNITIES

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

8. 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 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.

9. EQUAL OPPORTUNITIES

Ashlands Primary School has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent a diverse, multicultural society and appeal to all learners.

We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

11. BRITISH VALUES

British values are developed and encouraged in English lessons through:

- enabling students to develop their self-knowledge, self-esteem and self-confidence;
- promoting further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encouraging respect for other people

12. 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.

Half termly curriculum letters provide information about the English curriculum and how parents can support their children. Progress and targets are discussed with parents at parent's evenings and summarised through a yearly school report. SATs results are published in accordance with Government legislation and made available to parents. Parents are encouraged to read both with and to their children at home in order to promote reading. Parents are welcomed into school to support reading in the classroom.

IMPACT

13. ASSESSMENT AND TARGET SETTING

Strategies for supporting children are shared at INSET, staff meetings and with other schools in the local cluster. Moderation meetings are held in house to standardise and ensure correct judgements are being made.

All aspects of English will be assessed in line with the Assessment Policy. Teachers monitor progress throughout the year and upload results to SIMS regularly. Progress of each child is tracked from EYFS to Year 6 and individual progress and targets are highlighted.

At Ashlands Primary School, we aim to impact our children's learning in English in order to fully prepare them for the wider world. Key subject knowledge is taught in each year group to give children the foundations for moving on to secondary school and employment in later life. The English curriculum is adapted to suit the needs of our children and evidence of pupil's learning is celebrated in displays across school.

This policy will be reviewed according to the emerging needs of our school.