



## **St Laurence C of E (A) Primary School and Foundation Stage**

### **English Policy**

#### **The general aims of this policy are:**

- To develop pupils' abilities within an integrated programme of Speaking and Listening, Reading and Writing;
- To give pupils opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught Literacy skills;
- To deliver the statutory National Literacy Curriculum 2014 in a fun and engaging way which enables all children from whatever background and of whatever ability;
- To provide children with the necessary skills to become competent, creative and efficient users of the English Language to prepare them for secondary school and to enable them to become successful in their later lives;
- To provide children with successful English role models to increase aspiration;
- To provide children with meaningful, engaging contexts for reading and writing

#### **We want all our children by the end of Year Six to be able to:**

- Express their thoughts and ideas with confidence in a way appropriate to the situation;
- Listen to the ideas of others;
- Perform to small and large groups;
- Have an interest in words and their meaning and a growing vocabulary;
- Read and write with confidence, fluency and understanding;
- Be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their mistakes;
- Be interested in books, read with enjoyment and evaluate and justify their preferences;
- Understand the sound and spelling system and use this to read and spell accurately;
- Have fluent and legible handwriting;
- Understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot;
- Understand, use and be able to write a range of non-fiction texts;
- Plan, draft, revise and edit their own writing;
- Have a suitable technical vocabulary through which to understand and discuss their reading and writing;
- Through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

#### **Subject Organisation:**

1. General
2. Literacy in the Foundation Stage
3. Phonics and spelling
4. Literacy in Key Stages 1 and 2
5. Reading
6. Writing, punctuation and grammar
7. Handwriting

8. Speaking and listening
9. SEN
10. Homework
11. Assessment

## **1. General**

The English Curriculum is delivered according to the statutory requirements of the National Curriculum 2014. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. A whole school book week or day is held annually, as well as an annual 'Wow Writing' whole school stimuli. Previous examples include a giant dinosaur egg and dumped barrels of 'toxic slime'. Visits from authors, poets, librarians and illustrators are organised. Regular literary events such as drama workshops also take place. Book Fairs are also held at least once a year to encourage parents to buy books for their children

## **2. Literacy in the Foundation Stage**

We believe that communication and language with opportunities to explore reading and writing underpins children's future learning. The practice in Foundation Stage will follow the QCA/DfES curriculum guidance and will work towards the Early Learning Goals aiming to meet the statements contained within the goals by the end of Reception year.

**In Robins the daily routine will include planned and spontaneous activities that include:**

- A wealth of opportunities to develop and experience speaking and listening.
- Experiences that develop gross and fine motor skills both indoors and outdoors.
- Sharing and enjoying a range of rhymes, songs, stories and books.
- Immersion in a print rich environment with opportunities to see a variety of written communication.
- Focus activities that teach children early communication language and literacy skills.
- Choosing books to take home to share.
- Synthetic phonics (phase 1-3) letters and sounds taught.

## **3. Phonics and spelling**

Discrete phonics lessons are taught daily in Foundation and Key Stage 1, and discrete spellings lessons are taught weekly across Key Stage 2. Some children in Key Stage 2 attend additional sessions in phonics to support them with the transition between Phonics and Spellings. Phonics lessons in KS1 are also taught in fluid target groups. Within the target groups children work in a variety of ways, either in ability groups, mixed groups or pairs depending on the task given and the skill being taught.

We follow the Letters and Sounds programme for synthetic phonics. This programme introduces all 44 speed sounds in a dynamic and fast-paced way. It uses initial and on-going assessment to monitor progress. The phonics programme also ensures that children are taught to encode unfamiliar words for spelling. In Years One and Two, the children take home spellings on a weekly basis, linked to the word level work covered in class. In Key Stage Two, children take home and are tested on differentiated spellings weekly, linked to the spelling objectives for each year group outlined in the 2014 National Curriculum. In addition to this, children learn termly 'Big Words': the statutory words for each year group outlined in the curriculum. In addition, in Key stages 1 and 2 there are Non Negotiable Spellings for each year group. These are key words from the high frequency words list that

should be mastered by children in these year groups. In key stage 1, one 'non-negotiable' spelling is concentrated on one per week, which may increase to two later in year 2. In Key Stage 2, children are given the list of non-negotiable spellings, and are expected to write the spelling word out 10 times if it is spelt incorrectly in their work.

#### **4. English in Key stages 1 and 2**

English is taught through daily lessons, with additional opportunities for extended writing and literacy skills embedded throughout the curriculum. In English lessons, children work in flexible groups according to need and identified by each class teacher.

#### **5. Reading**

We strive to create a text-rich environment for all of our children which appeals to their interests. All children will be given the opportunity to read to an adult in school at least once a week, whether individually or as part of a guided reading group. Children will also hear a class book read to them by the class teacher. Our pupils are encouraged to read books from home as well as different text types; fiction, non-fiction, poetry, comics and magazines. All children are encouraged to regularly borrow two library books from the library van, which visits monthly.

In the Foundation stage the teacher introduces concepts of print and teaches synthetic phonic skills with the whole class on a daily basis. They take home letter sounds to learn on a weekly basis. Initially, children take class or library books home to share with their parents. When the teacher feels the child is ready, he/she begins to take a scheme book home. We have a variety of reading schemes. In Key Stage 1 this practice is continued. When children have progressed to a level suitable to begin guided group reading the children will be grouped by ability and guided group sessions will take place.

In Key Stage 2, the progress made in Key Stage 1 is built upon. The focus is on developing higher order reading skills such as inference and deduction, skimming and scanning and the ability to read texts critically. Where necessary, specific phonic support is used to develop children's reading skills through the use of interventions.

In Key Stage 2 reading education also takes place throughout the curriculum and during specific Guided Reading lessons. Guided and independent reading takes place outside the English and may be cross curricular. Guided Reading may be carried out by the class teacher or TA and can be based on the reading targets for that group of children. Over the course of the year Guided Reading covers all the reading assessment foci so that children are prepared to answer a variety of question types - such as inference and deduction, and information retrieval- based upon their reading. Children are encouraged to share books as well as to read quietly by themselves. All children have reading diaries (or homework diaries in years 5 and 6) which parents are encouraged to use at home.

#### **6. Writing, punctuation and grammar**

Grammar and punctuation in Key stages 1 and 2 are taught both as discrete lessons and as embedded skills within a wider English lesson, as appropriate. Children develop the vocabulary necessary to talk about their writing and appreciate the authorial choices made within the writing they're reading, understand different ways that sentences can be structured to achieve a desired impact, and are able to make intelligent choices when composing their own work based upon this learning.

Modelled, shared, guided and independent writing takes place in English lessons across the school, with skills learnt being further practised on a cross curricular level. Opportunities are

given for extended writing where possible. Children learn about the different purposes of writing by seeing teachers model writing in a variety of contexts and then practicing these skills themselves. They use a variety of stimuli for writing such as trips, visitors, oral storytelling, drama, visual media, focus texts and imaginative play, and write in a wide range of genres including both narrative and non-narrative forms. Children learn how to write in a variety of styles, for a variety of audiences. Children are encouraged to use a more sophisticated range of vocabulary and imagery by accessing dictionaries, thesauri and reading more challenging texts. All children in key stages 1 and 2 have access to a writing 'toolkit', which is built up between the children and teacher and includes practical resources, such as dictionaries, and also checklists and word banks generated by the children themselves.

Marking, feedback and target setting is used effectively by teachers and pupils to move their writing on (see Marking and Feedback policy).

## **7. Handwriting**

Children are encouraged to write from Foundation Stage using an appropriate posture and pencil grip. From Year 1 there are daily handwriting sessions with children being taught correct letter formation and to join their handwriting as soon as they are able. We teach the continuous cursive handwriting style. Children are expected to use their handwriting skills across the curriculum and our class teachers ensure that our Presentation Policy is followed by children in all lessons (See Handwriting and Presentation Policy).

## **8. Speaking and listening**

Throughout the school we aim:

- To provide a range of situations, audiences and activities which encourage children to develop confidence and competence in speaking and listening.
- To develop children's awareness that different situations require different forms of oral expression.
- To develop the mechanical skills required for effective oral communication, e.g. voice projection, tone, clarity and pace of speech.
- To recite and perform a range of age appropriate poetry

## **9. SEN**

We aim to provide for all children so that they achieve as highly as they can in Literacy according to their individual abilities. By on-going formative and summative assessments, the class teacher identifies children who need support with literacy skills at the earliest possible stage. Within the classroom, the teacher targets children with difficulties and attempts to address them by differentiated activities and extra support where possible. Where a child has a greater need the school's SEN policy is implemented. Teaching assistants provide in-class support where appropriate. The class teacher and the SEN co-ordinator work closely together to create and monitor interventions, which will support the child's acquisition of literacy skills. Gifted children will be identified and suitable learning challenges provided.

## **10. Homework**

In Key Stage One, children take their books home every day and read with or to a grown up. This is developed in Key Stage Two but the children are expected to read more independently as they get older.

In the spring term, Year One children begin to have weekly spellings to learn. Year Two children take home some homework on Fridays, which is frequently English based, in addition to their weekly spellings.

In Key Stage Two, children receive weekly spelling lists to learn and receive more formal English homework every couple of weeks in Year 3 and 4 and once a week in Years 5 and 6.

Parents support the teaching of English in school by reading with their children at home at least three times a week and completing their reading diaries. They also support children with spelling and other English homework given weekly. Some parents may wish to come in to school to hear children read aloud.

## **11. Assessment**

- Foundation Stage Profile completed at the end of Reception year
- Salford Reading test: September & March (for all children working below age related expectations)
- Years 1 – 6 Three formal assessment points a year, using the Rising Stars Assessment for the National Curriculum 2014 in November, February and May/June
- Key Stage 1 tasks and tests may contribute to the Teacher's Assessment of each child's National Curriculum level at the End of Key Stage 1
- Year 1 statutory Phonics Screening in May
- Year 6 statutory assessments in Reading; Spelling, Punctuation and Grammar; teacher assessment of speaking and listening; and writing. (See Assessment, Recording and Reporting Policy)

## **The Subject Leader**

The Subject Leader's role involves:

- modelling good practice and updating the school policy when necessary;
- being responsible for the upgrading and ordering of resources and arranging for their storage;
- keeping informed about developments and new initiatives to support the teaching of language and English and ensure staff are informed;
- auditing needs and organising staff training; training staff in teaching and learning of literacy;
- analysis of English levels throughout the school and ensuring targets are met.
- monitoring planning on a termly basis with the head teacher; scrutiny of books and lesson observations with constructive feedback;
- supporting teachers in planning and using resources

Signed: Head teacher

Signed: Chair of Governors

Date: