



St Martin's Garden Primary School

English Policy 22.01.18

AIMS

At St Martin's Garden Primary School, we aim to develop pupils' abilities through an enriched curriculum of Speaking and Listening, Reading and Writing. We aim to give the children an exciting, broad and balanced curriculum which is expanded through the Creative Curriculum, as well as consolidation through discretely taught Literacy skills.

Throughout their time at St Martin's Garden Primary School, we strive for the children to be able to:-

- Read and write with confidence, fluency and understanding
- Understand a range of different text types and genres – and to be able to emulate these styles when writing
- Self correct their work, becoming increasingly independent in their learning
- Read a range of genres of books for enjoyment
- Develop a vocabulary, both in spoken and written language
- Use imagination, inventiveness and curiosity

STATUTORY REQUIREMENTS

Statutory requirements for the Teaching and Learning of English are described in the National Curriculum Document (2014) and in the Communication and Language, and Literacy, sections of the Revised Framework for the Early Years Foundation Stage (2012).

In the Foundation Stage (Reception) children are given the opportunities to:-

- Speak and listen and represent their thoughts, ideas and opinions in their daily activities
- Use Communication and Language, as well as Literacy, in every part of the Early Years Curriculum
- Become immersed in an environment rich in print
- Have daily opportunities to communicate, both in spoken and written language, both inside and outside
- Take part in Read Write Inc phonics for writing and reading
- Use Helicopter Stories (Tricia Lee) as an initiative to build a love of writing and story

At Key Stage One (Years 1 & 2) children should learn to speak confidently and listen to what other children have to say. They are given opportunities to read and write independently with enthusiasm

and excitement. They are given opportunities to use language to explore their own and imaginary worlds through Writing, Reading and Speaking & Listening activities through Read Write Inc phonics, as well as Talk 4 Writing.

At Key Stage Two (Years 3-6) children experience different genres, and learn how to change the way they speak and write to suit the purpose of the task; the audience; and different situations. They read a range of texts and learn skills to understand the complex layers within them. They continue to learn about our language and how to manipulate language correctly.

English – The Subject

English is divided into 3 main areas: -

- Speaking & Listening
- Reading (see separate policy) including Phonics (see separate policy)
- Writing

Speaking and Listening

To enable the children to be ready for later life, we believe that the children at St Martin's Garden Primary School need to develop effective communication skills. There are 4 main areas of Speaking & Listening: - Speaking; Listening; Group Discussion and Interaction; and Drama. These 4 areas are taught through the entire Curriculum, as we believe they engage and enthuse the pupils; and this in turn leads to a raise in standards within Reading and Writing.

We are strong believers in Talk 4 Writing (Pie Corbett), and all classes take part in Talk 4 Writing activities throughout the year. The children are given the opportunity to learn a story with actions; they are then able to retell and rewrite the story and begin to innovate the story themselves.

Writing

The teaching of writing is taught in each class, starting with a high quality text. This can be used in many different ways; to look at grammatical structures, emulate an author's style; answer comprehension questions; or to learn and retell the story etc. The children are introduced to sentence level work through the Alan Peat progress of sentence type (see appendix)

When teaching children to write, we use a range of different approaches:

1. Emergent Writing

In Reception children are encouraged to make marks and write using a range of different equipment and tools, for examples, paints, chalks, pens, paper etc. The children are offered opportunities to write both inside and outside, on both large and small scales. The children also take part in Write Dance or Funky Finger sessions, where they are encouraged to use their gross and fine motor skills. All mark making in Reception is praised and valued, and displayed on the walls and in Learning Diaries.

2. Shared Writing

Shared writing is an opportunity for the Class Teacher to work on a piece of writing with the whole class. This is where a class can explore genre, specific skills and when all children are encouraged to take ownership of their learning through the sharing of their thoughts and ideas. By modelling **how** to write to the children, they see the thinking, re-reading and the self-correcting process for themselves and can take these skills into their own writing.

3. Guided Writing

In each English lesson, the Class Teacher will work with a specific group of children for Guided Writing. This is an integral part of the transition from Shared Writing to Independent Writing. It offers the children the chance to share their thoughts and ideas in a small group, develop specific skills and improve their writing and begin to work with more independence.

4. Independent Writing

Independent Writing happens daily across the school and in a range of different subjects. The children work towards a Learning Intention, following on from the Shared Writing activity. The children are expected to meet set criteria, working without adult support.

5. Short Burst and Extended Writing

Through the week the children will do short burst writing activities, this may link to various parts of the English Curriculum. These are, by their very nature, short activities to practise a skill. Throughout the year, the children have opportunities to write for a longer length of time - extended writing activities.

6. Handwriting – see policy

7. Cross Curricular Writing

Much of the English is taught through our Creative Curriculum. Teachers plan for pupils to apply the skills, knowledge and understanding they have learnt in English to other areas of the curriculum.

8. Grammar and Spelling

Grammar and spelling must be taught both explicitly and implicitly. Children in Reception should be taught to speak in sentences, and to identify what makes a sentence, and this is built upon using the correct progression (see appendix). Grammar is taught based on text, identifying how an author uses grammatical structures; how we could improve writing; and how we then use grammar ourselves. Grammar activities are often taught explicitly through games and short burst activities, as well as implicitly during everyday writing. Grammar links strongly with The Big Write preparation, concentrating on VCOP – vocabulary, connectives, openers and punctuation.

Children are taught the meta-language of grammar. This is to support their own understanding, and to prepare them for the Year 6 Spelling and Grammar Tests.

The use of full stops and capital letters is non-negotiable from Year 2.

ICT

ICT is an integral part of the learning across the curriculum. Specific activities will be planned for and used as appropriate.

Assessment – see policy

Additionally to the Assessment Policy:-

- Internal writing assessments are used to assess writing at terms 2/4/6 following a 'cold' writing activity. This is used alongside the teacher assessments on SPTO.
- In the EYFS, assessments are on-going. Data is collected in terms 1/2/4/6
- In Years 2 and 6, formal SAT tests are undertaken.
- In Year 1 children take part in a phonics screening check in which we aim for all children to pass. Those who need to will take part the following year.
- In Year 6 children take part in a formal Grammar test; this will be included in the RaiseOnline data.

Inclusion

We aim for all children to achieve to the best of their individual abilities. Where necessary, we will find a suitable intervention to support a child who is under-achieving, as well as identifying Gifted Children and setting suitable learning challenges as needed.

The Role of the Subject Leader

The subject Leader is responsible for improving the standards of Teaching and Learning in English through:-

- Monitoring and evaluation of pupil progress
- Provision of English
- The quality of the Learning Environment
- Leading in policy development
- Auditing and supporting colleagues in their CPD
- Auditing and resourcing appropriately
- Keeping up-to-date with development in English

