

# North Somercotes CE Primary School



## English Policy

### 1.0 INTRODUCTION

**This document is a statement of the aims, principles and strategies for English at North Somercotes C of E Primary School.**

We believe in promoting high standards of English by equipping pupils with a strong command of the written and spoken word, and develop a love of literature through widespread *reading for enjoyment*.

The use of English is the foundation of all learning. It is the medium of communication and the successful understanding and use of English is a prerequisite for educational progress. It empowers the learner and is essential for independent learning and most aspects of everyday life. The acquisition and use of English as an integral part of the learning process begins long before children come to school and emphasis should be placed on continuing this learning in school. English development must be planned for within its own framework and also within that of a blended curriculum where the children have meaning for their work.

English is a core subject in the National Curriculum and our aim is that all children will develop the necessary skills to use the English language confidently, appropriately and accurately to the best of their ability.

### 2.0 OBJECTIVES

Specific programmes of study are laid down for all aspects of the English curriculum in the National Curriculum.

The National Curriculum for English aims to ensure 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.

At North Somercotes we strive to fulfil these aims.

### **3.0 SPOKEN LANGUAGE**

#### **3.1 Aim**

We believe highly in the importance of spoken language in pupils' development – linguistic, cognitive and social – across the whole curriculum.

We ensure the continual development of pupils' confidence and competence in spoken language. The quality and variety of language that pupils hear and speak are key factors in developing their vocabulary, grammar and understanding for reading and writing.

We will provide opportunities for pupils to develop a capacity to explain their understanding of books and other reading, and to prepare their ideas prior to writing. They must be assisted in making their thinking clear to themselves as well as to others and we will ensure pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils will be taught to understand and use the conventions for discussion and debate.

We will enable pupils to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama.

### **4.0 READING**

#### **4.1 Aim**

We aim to enable all pupils to read a range of texts fluently and with understanding, to have confidence in their capacity as readers, to find pleasure in and be voluntary users of reading for information, interest, entertainment and purpose. Children need to be aware that reading is necessary for their personal lives, for learning throughout the curriculum and for working and living in our society.

Reading consists of two dimensions:

- Word reading
- Comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality conversation with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

## **4.2 Approaches**

All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, and to establish an appreciation and love of reading and to gain knowledge across the curriculum. Reading widely and often increases pupils' understanding and vocabulary because they encounter words they would rarely hear or use in everyday speech. It also opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

At North Somercotes C of E Primary School we follow the National Curriculum statutory requirements. A range of strategies are used by the pupils. We have developed a coded reading scheme, where pupils choose a book in their colour range. **Emphasis is on choice and enjoyment.**

**Reception** teachers should refer to the EYFS and Early Learning Goals.

**At Key Stage 1**, there is a strong and systematic emphasis on the teaching of phonics and other word level skills. See section below on Phonics.

**In Key Stage 2**, as the pupils gain fluency, the forms of teaching should emphasise advanced reading and composition skills at text level.

Reading is taught discretely, both in the English lessons and during guided reading sessions.

Parental involvement in reading for all children is important.

### **4.21 Guided Reading**

Guided reading sessions are delivered everyday across the school. These consist of a variety of independent tasks, as well as a teacher led group and a "follow up" group. All activities in this time are linked to core reading skills in both word recognition and comprehension. Follow up tasks are differentiated according to ability. Children record their reading responses in their Reading Journal which is marked at their next reading session.

A range of spelling, punctuation, grammar and comprehension resources and activities are available. For example:

- Reading comprehension cards – differentiated levels
- Root word card games
- Suffix card games
- Prefix card games
- Similarities card games
- Homophone card games
- Advanced rhyming bingo
- A variety of spelling rule games
- A variety of comprehension board games
- Spelling rules dictionary
- Handwriting activities linked to spelling (see Handwriting Scheme)
- Book banded guided reading books
- Visual literacy texts
- Comprehension texts

A large variety of phonics resources and games are also available for children who need further support with blending and segmenting.

### **4.3 Reading Ethos**

Teachers must be enthusiastic about books ourselves and use a variety of strategies to promote books.

For example:

- Read aloud to the children
- Have an attractive book area with a selection of material- fiction, non-fiction, poetry, plays, current topic books
- Invite guest readers in.
- Display some books 'face out'
- Whole class reading, texts or big book
- Shared reading
- Paired reading
- Library research
- Guided reading
- Individual reading when not doing guided reading
- Book week
- Books made by children

## 5.0 PHONICS

There is a strong and systematic emphasis on the teaching of phonics and other word level skills.

Phonics core skills:

- Grapheme-phoneme (letter-sound) correspondences (the alphabetic principle) in a clearly defined, incremental sequence.
- To apply the highly important skill of blending (synthesising) phonemes in order, all through a word in order to read it.
- To apply the skills of segmenting words into their constituent phonemes to spell
- That blending and segmenting are reversible processes.
- The Rose report makes clear the two dimensions of reading – ‘decoding’ and ‘comprehension’. These two dimensions are represented in a new conceptual framework – ‘the simple view of reading’ and word recognition processes and language comprehension processes.

All teaching staff refer to and use the DFE Letters and Sounds document. Teachers use the letters and sounds document, alongside a range of support resources to assess children’s phonic knowledge and ability. We use an agreed assessment format to track pupils’ progress and identify next steps.

There is a large range of teaching resources and support materials available in school including:

- Mnemonic cards
- Phoneme balls
- Picture word matching puzzles
- Sentence substitute games
- Foam magnets
- Phoneme pebbles
- Yes/no cards
- Flash cards
- Phoneme frieze games
- Polly phonics
- Wall charts
- Adding suffixes
- Adding prefixes

A comprehensive list is available on the server. Resources are available for each phase.

## **6.0 WRITING**

### **6.1 Aim**

We follow the National Curriculum programmes of study for writing and the associated appendices. We aim to enable all children to be able to write effectively for a range of purposes and audiences, using spelling, punctuation and syntax accurately and confidently.

It is essential that teaching develops pupils' competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing) in these dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing.

Writing down ideas fluently depends on effective transcription, that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphological (word structure) and orthographic (spelling structure) patterns of words.

Writing also depends on fluent, legible and, eventually, speedy handwriting. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

### **6.2 Approaches**

The development of writing will be taught during English time and across the curriculum. There should be a stimulating and language-enriched environment with opportunities to write for a variety of purposes in a blended curriculum. The following list is by no means exhaustive but nevertheless demonstrates the wide application of writing in school.

- ICT
- Use of the library including library research
- Shared, guided and modelled writing
- Opportunities in role play
- Extended writing sessions
- Handwriting skills
- Different media
- Display of quality writing
- Spelling schemes
- Emergent writing encouraged in R/Y1
- Proof reading and editing skills
- Look, say, cover, write, check
- Core Skills
- Response partners

- Genre frames
- Drafting
- Intervention programmes
- Topic work - writing for real purposes, evidence of use and application of previous taught skills.

### **6.3 Handwriting**

Handwriting style is cursive, with lead in joins and lead outs. Full details are in the Handwriting Policy.

### **7.0 Planning**

English is a core subject in the National Curriculum. We use new curriculum framework as the basis for implementing the statutory requirements of the programme of study for English. Lessons are planned with reference to the National Curriculum and statutory appendices on Spelling and Vocabulary, Grammar and Punctuation.

We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). The National Curriculum, programme of study for English details what we teach in the long-term and identifies the key objectives in English that we teach to each year.

Our medium-term plans (Appendix 1), which we also base on The National Curriculum, programme of study for English, give details of the main teaching objectives for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term.

Class teachers complete a daily (short-term) plan for the teaching of English. This lists the specific learning objectives and expected outcomes for each lesson, and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning.

Children should have planned opportunities to apply core skills to real tasks and thereby extend their learning and understanding, becoming more independent. Children should undertake longer writing pieces at least every three weeks to apply their skills. This should be evident in English and Topic books. This is used to help monitor progress.

### **8.0 The Foundation Stage**

We teach English in the Foundation Stage as an integral part of the school's work. The children have experience of aspects of the communication, language and literacy every day, e.g. phonics, shared text work etc. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the literacy aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin

the curriculum planning for the children. We give all the children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and exchange their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about and use words and text in a range of situations.

## **9.0 English and inclusion**

At our school we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected steps. This ensures that our teaching is matched to the child's needs.

If intervention is needed this would initially be through small group work which would be highlighted on the class provision map. If there are still concerns regarding progress, outside agencies would be consulted and an Individual Education Plan (IEP) may be created. The IEP may include, as appropriate, specific targets relating to English. (See Special Needs Policy).

Teachers provide help by using:

- texts that children can more easily read and understand;
- visual and written materials in different formats;
- ICT, other technological aids and taped materials;
- alternative communication, such as signs and symbols;
- Caroo writing intervention – L2A-3C
- Wolf Hill reading comprehension intervention – all levels
- Wellington square reading comprehension
- TELL Phonics interventions Tier 1a and 1b
- Socially speaking- speaking and listening intervention

## **10.0 ASSESSMENT, MONITORING AND RECORDING**

### **10.1 Assessment for learning**

Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their

daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgements about how they can improve their own work.

All children in Years 1- 6 have a writing target booklet. These are used to record writing composition achievements and should be completed after extended writing opportunities with the child. These help identify targets to ensure progression. In addition, teachers may create next step targets which help the children to progress in line with expectations.

Home-link books are used to record individual children's reading.

Teachers use Classroom Monitor assessment resources to assess children half termly and in the short term. Teachers use Classroom Monitor to measure progress against the year group expectations and to help them plan for progression.

Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments they are able to set targets for the next school year, and to summarise the progress of each child for the annual report.

These long-term assessments are based on end-of-year tests and teacher assessments. Children undertake the national tests at the end of Year 2 and Year 6. The phonics screen test is administered in Year 1.

The Foundation Stage Profile is our form of assessment in our reception classes. No formal assessment is made but a file of children's emergent writing is made and kept.

## **10.2 Monitoring**

All areas of English are regularly monitored via Learning Walks, pupil interviews, planning and book scrutiny. Monitoring is conducted by the Governing body - *The Standards and Curriculum Committee* and the Subject Leader.

There are three internal moderations per year. These cover both reading and writing. Teachers are encouraged to discuss children's assessments and to reflect on evidence used to make judgements.

Policy Approved: Autumn Term 2016

Policy to be reviewed: Autumn Term 2018  
(or in line with national statutory developments)

**APPENDIX 1  
ENGLISH MEDIUM TERM PLAN**

<b>Term:</b>	<b>Year Group:</b>
<b>Text Type:</b> (topic/film/text)	
<b>IPC Unit:</b>	
<b>Language/Organisation Features:</b>	
<b>Grammar:</b>	
<b>Punctuation:</b>	
<b>Spelling:</b>	
<b>Independent Writing</b>	<b>Outcome for each group of children:</b>  <b>Success criteria for HA</b>  <b>Success criteria for MA</b>  <b>Success criteria for LA</b>
<b>Focus Targets:</b>	
<b>Assessment Opportunities:</b>	
<b>Links to other subjects:</b>	