

HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL

ENGLISH POLICY

Rationale

At High Littleton Church of England Primary School, we believe that pupils should develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively.

Aims

The aim for the English curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment. Our curriculum aims 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 of reading, writing and spoken language
- appreciate our rich and varied literacy 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

Guidelines

We plan using the Renewed Primary Framework and Early Years Foundation Stage. Differentiated planning is used by all teachers. We use a variety of teaching styles and approaches to learning such as whole class teaching, individual, small group and paired work; including an emphasis on Talk for Writing and AFL. Teachers, wherever possible, plan creatively so that learning tasks are matched to Key Stage topics. Intervention groups are planned in Literacy in both Key Stages and Literacy targets set from Year one.

Resources

Each classroom has their own selection of reading books and literacy resources. The school library has a selection of non-fiction books which are available to all the children. Opportunities are made to use ICT to support English learning including the use of interactive whiteboards and interactive books (Curriculum Visions) in each classroom and use of the ICT suite.

Assessment

Teachers will make continuous judgments of pupils' attainment and ensure progression through APP therefore identifying individual strengths/weaknesses and next steps for development. Work is matched carefully to individual ability and differentiated accordingly. Classroom observation, discussion with children, open-ended tasks, peer assessment, including AFL, conferencing and extended tasks will offer different opportunities for assessment. Alongside APP, more formal assessments are carried out during the assessment weeks during terms 2, 4 and 6 where the focus will include detailed writing tasks and reading assessments.

This policy should be read in conjunction with the school's policies on Assessment, Teaching and Learning, and Feedback and Marking.

Speaking and Listening

We believe that the quality and variety of language that the children hear and speak are vital for developing their vocabulary, grammar and their understanding of reading and writing. We ensure the children's continual development of their confidence and competence in spoken language.

Reading

During both key stages pupils' interest and pleasure in reading is developed as they learn to read confidently and independently. This involves two dimensions:

- Word reading
- Comprehension

At Key Stage One children take part in a daily dedicated phonics session as set out in the *Letters and Sounds* document. The teaching of phonics is emphasised in the early teaching of reading to beginners. This involves the speedy working out of unfamiliar words and the speedy recognition of familiar printed words.

Skills continue to be developed in the following ways:

- sharing books together as a whole class, group or in pairs
- individual reading for Reception, Year One and Year Two with the class teacher or TA once a week
- reading books are sent home and changed once a week
- guided reading is introduced during Year One and continues in Year Two. From Year Two the children begin reading comprehension.

At Key Stage Two there is a greater focus on guided reading and comprehension activities as opposed to hearing children individually read. Other strategies include:

- whole class reading
- guided reading
- group reading
- one to one
- paired reading

Each child will have a Reading Record where appropriate; the purpose of which is to record the reading experiences both at home and school. This will be an exercise book and teachers will provide an information sheet for parents on how best to hear their child read as is appropriate to their age or key stage.

Writing

During both key stages pupils' interest and pleasure in writing is developed as they learn to write confidently and independently. This involves two dimensions:

- Transcription (spelling and handwriting)
- Composition

Composition

A cursive script will be used throughout school and taught at Key Stage One in a dedicated weekly lesson and, as appropriate at Key Stage Two.

- In the Foundation Stage children will begin by using a multi-sensory approach e.g. water painting, drawing letters/shapes in sand/salt, paint, felt pens, large sheets of paper, chalks on the playground etc.
- Children in Reception follow Write Dance.
- During the year they will progress to using whiteboards and pens to practice

individual letter formation.

- In the summer term Reception children will transfer handwriting to their writing books and practice sitting letters correctly on lines.
- In Year One children will practice the joined script for vowel digraphs.
- From Year Two onwards children will be taught to use a joined script.

Spelling

Current teaching practice and resources are to be in line with the new 2014 English curriculum. Children will be taught spelling strategies using a variety of approaches as set out in English Appendix 1 of the new curriculum (statutory requirements) and from the National *Letters and Sounds* document. *Spelling Journal* will be used from Y3 – Y6.

- In Reception children will complete phases 1 – 4 of *Letters and Sounds* and will be taught at least 4 sounds per week using the Jolly Phonics approach during a daily dedicated phonics lesson (20 minutes)
- In Year One and Year Two children will complete phases 4 – 7 of *Letters and Sounds* during dedicated phonics lessons (20 minutes, 4 times a week) and receive weekly spellings
- In Year Three (Class 3) children will revise *Letters and Sounds* and practise spellings (20 minutes, 4 times a week) using *Spelling Journal*, and receive weekly spellings
- In Key Stage 2 children will receive a dedicated weekly spelling lesson. *Spelling Journal* will be used and weekly spellings will be sent home. Some children will receive an additional piece of homework related to their spellings which will be taken from *Spelling Journal*.

All children from Year 1 onwards will be given a list of weekly spellings to practice at home.

Composition

A variety of models for teaching writing are used; teacher modeling, shared writing, supported composition, guided and independent writing. Targets for writing are placed in either Literacy or Big Write books.

- From Year One onwards there is a weekly, dedicated *Big Write* morning.
- The teaching of writing/literacy is primarily approached creatively through topic at both Key Stage One and Two.
- The majority of sentence level work is taught through writing. At Key Stage Two, children are taught these skills through discreet English lessons which, when

appropriate, are practised in *Big Write* mornings.

Spelling, Grammar and Punctuation (SPAG)

The school follows the statutory guidance which gives an overview of the specific features that will be included in the teaching of SPAG. Children are taught to use Standard English and the vocabulary necessary to discuss their reading, writing and spoken language.

Monitoring and Review

The monitoring of this policy is the responsibility of the Governing Body and the Headteacher. This policy will be reviewed by the Governing Body every two years, or earlier if considered necessary.

EP

Agreed by Governors: January 2015

Reviewed: January 2017