



Signed by Chair of Governors .....

Date approved by Governors .....May 2019.....

Review Date .....May 2023.....

## **English Policy Statement**

At Trowse Primary School we believe that communication and English are key life skills. Through the delivery of the English curriculum, children will be supported to develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language. We also intend to help children enjoy and appreciate literature and its rich variety. We ensure that we provide opportunities for the development of children's English skills across all areas of the Primary Curriculum.

### **Aims and Objectives**

The overarching aim for English in the National Curriculum is to promote high standards of language and English by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English 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 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.

#### **We hope that pupils will:**

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

## **Subject Organisation**

The English Curriculum is planned for using the Early Years Foundation Stage (EYFS) framework and the Primary National Curriculum (September 2014). The Early Years Foundation Stage ensures continuity and progression from the Foundation Stage through to the National Curriculum.

Within each class, children are able to demonstrate a range of skills by either working independently, in pairs or in ability groups. Work is differentiated when set, or, with an open ended task such as creative writing, is assessed by outcome. Learning Objectives are shared with the children and age-appropriate success criteria are discussed.

## **Approaches to Teaching and Learning**

### **Speaking and Listening**

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Our holistic curriculum lends itself perfectly to the development of these specific skills. The children regularly engage in group problem-solving and week-long projects.

### **Reading**

The programmes of study for reading at Key Stages 1 and 2 consist of two dimensions:

- Word reading
- Comprehension (both listening and reading)

In EYFS, phonics is taught according to 'Jolly Phonics' and 'Letters and Sounds' for 20 minutes every day. In Key Stage 1, 'Letters and Sounds' is used exclusively. Teaching Assistants are essential in ensuring that all abilities in a class are successfully supported. The children take home a reading book everyday which they are expected to read with their parents. Our home-reading scheme books follow The Oxford Reading Tree scheme, amongst other phonics based schemes.

As children move into Key Stage 2, they will participate in the Accelerated Reader (AR) program. This follows a book banding system, although children are given more independence in their choice of reading material whilst still enabling us to track and promote reading effectively.

As children make their way as readers through the school, they will develop both their decoding and comprehension skills; understanding that reading is for purpose and pleasure.

Throughout the school, big books, picture books and on-line texts are used for Shared Reading. In the EYFS, shared reading and individual reading takes place and children will read aloud to an adult once a week. In Key Stage 1, 'guided reading' generally takes place within the English lesson, with the children organised by ability. In Key Stage Two, there are regular opportunities for independent reading, both for pleasure and for research. Guided reading generally happens outside the English lesson and can be as a whole class or in groups. Each classroom base has a selection of fiction and non-fiction books which children can select to read. In addition, we borrow from the Norfolk County Council mobile library service and these books are changed annually.

## **Writing**

The programmes of study for writing at key stages 1 and 2 consists of two dimensions:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

## **Spelling and handwriting**

In Reception, phonics, spelling and handwriting are taught together to encourage 'joined up thinking'. In Key Stage 1, there are spelling, phonics and handwriting lessons. There are spelling tests in order to help the children learn some tricky words by sight alone.

In Years 1-6, the progression in spelling teaching is ensured by following the statutory spelling guidance set out in the National Curriculum Appendix 1. The children have regular activities, homework and spelling tests, as well as being given personal spellings from their own work.

In Reception, the children are taught the correct letter formation to allow for accurate joining techniques (non-cursive) when introduced in Key Stage 1 and consolidated in Key Stage 2. It is an expectation that the children will join their handwriting in Key Stage 2, with extra TA support for those who still need to rehearse their technique.

## **Grammar, vocabulary and punctuation**

In the earliest years, emergent writing is encouraged in order to foster a love of writing and understand that it is for a purpose. Children have opportunities to write independently, for example in role play situations or using the writing table. Throughout the school, the children have opportunities to write with the support of an adult so that important skills can be taught explicitly. They also have the chance to write independently and for a range of audiences. Our cross-curricular approach to learning lends itself well to writing for a purpose, for example writing information booklets for other classes. In each class, skills are taught explicitly through Shared and Guided Writing sessions and modelled writing is used frequently.

The National Curriculum Appendix 2: vocabulary, grammar and punctuation, gives an overview of the specific statutory features that are included in teaching of writing and the 'terminology for pupils' from Year 1-6. Grammar is taught in context which should aim to reduce constraint and encourage creativity for exciting lessons. Children will always have an opportunity to apply the grammatical concept they learn within their own speech and writing. Young pupils, in particular, use more complex language in speech than in writing, and teachers should build on this, aiming for a smooth transition to more sophisticated writing. Pupils should be taught to control their speaking and writing consciously and to use Standard English.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning.

## **Assessment, recording and reporting**

Work will be assessed and marked in line with the Assessment and Marking Policies. Children are involved in knowing their own targets and setting their own next steps. Children will be involved in peer assessment and self-assessment of writing.

The children's unaided writing is assessed at least once a term and moderated internally periodically.

## **Monitoring and Evaluation**

English is monitored by the English Subject leader, who will follow a rolling programme of monitoring, review and evaluation, to ensure that the subject is planned, taught, resourced and developed. Having identified priorities, the subject leader will construct an action plan which forms part of the School Development Plan. This will form the basis for monitoring and will identify how this is to be implemented.

## **The Governing Body**

Annual reports are made to the Governors on the progress of English provision and to our English Link Governor.

This policy will be reviewed every four years or in the light of changes to legal requirements.

## **Inclusion**

All children receive quality literacy teaching on a daily basis and activities are differentiated accordingly. Pupil provision is related to attainment, not age. Where identified pupils are considered to require targeted support, in addition to their existing literacy provision, a variety of interventions are available, e.g. ELKLAN speech and language support, 'Sound Discovery' and 'Rapid Phonics'. Parents will be made aware of any extra provision their children receives which is additional to, or different from, typical in-class provision. Progress of pupils receiving intervention is reviewed regularly.

## **Parental/Community Involvement**

We value parent involvement in children's development of literacy and promote a home school partnership in the following ways:

In all classes, the children take a reading book home that they are expected to share with their parents daily. Both school staff and parents communicate through the Pupil Planner. Parents support their children when learning their spellings.

## **Professional Development**

Training needs are identified as a result of whole school monitoring and evaluation, performance management and needs of children. These will be reflected in the English Action plan and School Development Plan.