

ROCKLAND ST MARY AND SURLINGHAM PRIMARY SCHOOLS FEDERATION

English Policy

Review Date	8 th February 2018
This Policy will be reviewed	Spring 2019
Head Teacher Responsible for Implementation & Monitoring	Mrs Julia Humphrey

The Rockland St Mary and Surlingham Primary Schools Federation

Being Literate is defined as having the united skills and knowledge of reading, writing and oral language. In our schools we aim to develop children's abilities to communicate their ideas, views and feelings effectively in both speech and writing and to listen with understanding. We recognise that all higher-order learning is mediated through language, the richer the language the deeper the understanding. We believe that the development of early language skills is vital to the acquisition of all other skills, knowledge and understanding.

It is our aim to ensure that there is equality of access and opportunity for all children to develop their language and communication skills. We strive to enable the children to express themselves creatively and imaginatively through the spoken and written word and to become enthusiastic and critical readers of a rich variety of texts.

This policy will detail our approach to;-

1. Speaking and Listening
2. Phonics and Spelling
3. Reading
4. Writing

It should be read in conjunction with the Handwriting and Presentation Policy, Equal Opportunities Policy, EYFS and our Policy for Inclusion.

TEACHING AND LEARNING

In our schools the majority of the core English curriculum is taught through inquiry topics. We strive to engage and immerse children as much as possible in writing, so that they consider it to be purposeful and meaningful. For any given topic, a range of quality texts are used to help to children to access subject knowledge and provide a springboard from which to develop their own ideas for writing. Links are also made between inquiry topics and reading; for example a class shared reader or guided reading books may also use inquiry topics as their basis. In Key Stage One, phonic sounds or activities are topic linked where possible. We strive to make as much of our learning as cross-curricular as possible, with connections made across subjects. However, we also recognise that some aspects of the English curriculum will need to be taught separately as stand-alone sessions to ensure curriculum coverage and progression. In Key Stage Two, spelling patterns are generally taught in isolation and focus on the teaching of different patterns. Across the school, some aspects of punctuation and grammar are also taught discretely.

SPEAKING AND LISTENING

Speaking and listening are essential parts of a child's language experience. Children receive and develop ideas initially through the spoken work. To enable them to develop as effective speakers and listeners we will provide opportunities throughout their curriculum for the children to

- Speak clearly, fluently and confidently to different people
- Listen with concentration, understand and respond appropriately to others
- Build on, extend and develop the ideas of others
- Use the vocabulary and grammar of Standard English
- Enable the children to adapt their speech to a wide range of circumstances and demands.

Strategies include taking advantage of each and every opportunity for talking with the children, modeling language and helping children re-phrase when necessary whilst valuing their individual

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contribution.

For younger children, non-verbal communication is as valuable as spoken language. Learning to listen, take turns, maintain eye contact with the person speaking and respond with the appropriate facial expressions are the building blocks of effective communication. Trust and confidence are paramount to encouraging young children to speak.

In all Key Stages the teaching of speaking and listening provides opportunities for:

- Paired work
- Whole class teaching
- Individual work and Group work

It is crucial that the teaching of speaking and listening takes place in the context of meaningful language activities. Speaking and listening is an integral part of work covered in all subjects and opportunities to develop speaking and language skills are sought throughout the curriculum. These include Philosophy, Drama, partner and group work in all subject areas, PHSE. The children are actively encouraged to share and develop their ideas through an inquiry- based curriculum.

READING

The teaching of reading is an important part of our curriculum and is a main priority for all staff. We strive for, and encourage a positive attitude to books and an interest in reading a good variety of literature both for pleasure and as a means to acquire knowledge.

Children are actively encouraged to read for pleasure and opportunities are made for this within the timetable. All children are encouraged to take books home to read and share with the family.

All children in KS1 have a Reading Journal in which they or their parent/carer are able to record their individual reading. This provides a simple record of what has been read and their engagement with the text. Reading Journals in KS2 used at teacher's discretion.

Reading is also celebrated during assembly, with a devoted 'Bookworm' assembly led by children from years 1-6 who give book reviews based on recent reading from both in class opportunities and reading at home. Years 5 and 6 are given leadership responsibilities within this assembly and are appointed 'Reading Ambassadors'. They give a certificate for the most inspiring book review of the week, announced in sharing assembly.

Guided reading takes place for all children from years 1 -6 and can take the form of carousel groups, whole class or a variation of the two depending on the needs of the children. The aim of guided reading is to develop specific skills in comprehension across a wide range of texts that will equip children with all they need to become confident, analytical and enthusiastic readers. Reading comprehension skills taught follow the 'Vipers' domains and cover skills in vocabulary, inference, prediction, explanation, retrieval, sequencing (KS1) and summarising (KS2).

Foundation Stage

At the end of Foundation Stage the pupils will have learnt the routines and responsibilities needed to be readers. Building on what pupils already know about stories and reading, the adults help to develop early reading behaviours through shared and modeled reading e.g. holding a book the right way up, turning pages, reading text from left to right and knowing that print carries

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meaning. As pupils develop curiosity and enthusiasm about print, they are able to select, read and talk about a range of fiction, poetry and non-fiction.

Key Stage One

At Key Stage One the emphasis is on developing pupils' interest and pleasure as they learn to read independently and with confidence. Children focus on words and sentences and how they are put together to form texts. They bring meaning to the texts they read and say what they like and dislike about them. Adults model a range of strategies including sentence structure, grammar and word recognition in context. At the end of Key Stage One most children will be developing their comprehension skills.

For individual reading at home, pupils are encouraged to choose a book of their choice (this may be from the reading books in the classroom.) All Classes have a range of books available for individual reading.

Key Stage Two

At Key Stage Two children develop their reading skills to include fluency expression and stamina. They are encouraged to access a wide range of different texts and to be able to analyse structure and form. There is a focus on developing understanding of more complex texts and beginning to analyse, critique and evaluate them, looking at language, vocabulary choice along with effect of punctuation and grammar to create greater understanding. Children are introduced to a range of different authors and use their reading to inform their own writing.

All children are encouraged to read daily and select an appropriate reading book that they can read independently and/or share with parents and carers. At this stage it is important for the children to discuss the understanding of what they are reading as much as how they are reading.

PHONICS AND SPELLING

We recognise the importance of a thorough and systematic approach to teaching phonics. We use a range of different synthetic phonic approaches and techniques from Reception through Key Stage 1 and into Key Stage 2 as necessary. This approach teaches phonics using rhyme and visual recognition.

Foundation Stage

The emphasis at this stage is multi-sensory linking the teaching of phonics and practicing of letter shapes with the development of pupil's ability to listen and discriminate between sounds. Developmental writing is encouraged and accurate spelling is not a priority although children are encouraged to use word banks.

Key Stage One

Phonics sessions are taught five times a week within differentiated phonics groups. The emphasis is on the pupil's ability to segment words into phonemes and match the most likely letter or letters to each sound by accessing the alphabetic code. In addition the pupil's learn how to spell a

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number of high frequency words. They investigate and learn how to use common spelling patterns. Whilst in Key Stage One, children learn to spell the words on the statutory word lists for years 1 and 2. Pupils are taught how to use simple dictionaries and word logs.

Key Stage Two

Spelling is taught discretely as part of the English curriculum. Children investigate common spelling patterns and word families and build their spelling vocabulary. They explore the structure of words identifying their root and how these can be changed through the addition of different prefix and suffixes. They do this through a series of activities, games and in-class tests that help to monitor and track progress and identify gaps in spelling knowledge. Whilst in Key Stage Two children learn to spell the words on the statutory word lists for Lower Key Stage Two (year 3 and 4), and Upper Key Stage Two (years 5 and 6).

WRITING

Writing is closely related to reading, with the two activities reinforcing each other. Similarly we aim to develop a positive attitude to writing and to extend the children's abilities to express their thoughts and ideas on paper, thus enabling them to communicate clearly through the written word.

The majority of writing skills, especially those relating to composition and text types are taught through the inquiry curriculum. The children learn to:-

- Write for a range of purposes and genres
- Plan, draft, revise and edit their own writing
- Organize and structure sentences grammatically and whole texts coherently
- Use accurate punctuation and spelling
- Have fluent and legible handwriting

Some grammar, spelling and punctuation skills may be taught discretely to ensure curriculum coverage and skill development.

Alongside structured class writing, children are encouraged to write freely and for their own enjoyment and pleasure from Year R onwards.

Foundation Stage

In the early years pupils have opportunities to write for a variety of purposes and audiences and the links between spoken language, reading and writing are made explicit. Pupils have daily opportunities to experiment with different types of marking through play. Pupils are encouraged to write emergent and ascribe meanings to their marks.

As their understanding of sound-symbol relationships develops recognisable letter shapes are included in their writing. Sentence like structures and other forms of writing such as lists, labels, captions and recounts are written.

Key Stage One

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At Key Stage One children are introduced to writing a range of text types in both narrative and non-narrative forms. Purposes, audiences and appropriate forms are identified and taught through shared and guided writing sessions. Stories are written based on known texts focusing on particular elements e.g. characters, settings, speech etc. Poetry, rhyme and language play provide models for the pupils' own writing through adaptation, mimicry and substitution. Some of the organizational and linguistic features on non-fiction texts are evident in the pupils' own writing of recounts, reports, instructions and explanations.

Key Stage Two

Within Key Stage Two pupils become increasingly competent and confident as writers. Children build on their knowledge of writing for different purposes, audiences and in different forms through shared, guided and independent writing opportunities. Writing becomes increasingly complex in content and the children develop organisational and technical skills to help convey meaning.

Grammar skills become a particular focus and children are introduced to a range of technical skills to support their writing. Pupils are encouraged to analyse and critique a wide range of authors and texts to provide a basis for their own writing.

Handwriting and Presentation

Although handwriting is a secretarial skill the ability to write legibly is important, as is pride in the presentation of work. Children who are able to write with ease are more able to concentrate on the content of their writing.

Please refer to our Policy for Handwriting and Presentation for further information.

Assessment of English

At the beginning of each school year the children's reading and comprehension age is assessed using the Salford Reading Test. This is repeated in both spring and summer terms to track progress for children in years 1-6.

A Single Word Spelling Test is also given in autumn and repeated in spring and summer terms to track progress for children in years 1-6.

Foundation Stage pupils are assessed against the reading and writing criteria in the Early Years Foundation Stage Profile.

The previous year's Phonic Screening test is given to children in KS1 to monitor which children are on track to meet the expected standard in June. The statutory Phonics Screening Check is carried out in summer term.

At the end of Key Stage One and Key Stage Two, pupils undertake statutory assessments in reading and writing.

Children's attainment in reading and writing is communicated to parents and carers at the end of each year, as are formal assessment results at the end of each key stage.

Writing assessment is continuous and planning is informed by everyday observations.

In Key Stage Two writing tasks support teacher judgments. Additionally pupils' knowledge and understanding of key grammar and spelling is assessed against national standards.

CONTRIBUTION OF ENGLISH TO OTHER CURRICULUM AREAS

The skills that children develop in English are linked to, and applied in every subject of the curriculum. The curriculum is planned to provide contexts and purposes for the children's writing and writing is a key element in all subject areas as part of the Inquiry Curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school.