



**St Keverne School**

# **English Policy 2020 / 2021**

<b>Provenance</b>	<b>Date</b>
Implementation	<b>January 2021</b>

<b>Review Date</b>
<b>January 2022</b>

**Self Help** **Self Responsibility** **Equity** **Equality** **Democracy** **Solidarity**  
**Social Responsibility** **Honesty** **Openness** **Caring for Others**

At St Keverne Primary School it is our aim that all children will develop a love of Literacy, appreciate and enjoy the written word, have the ability to write freely and fluently about experiences real and imagined and express themselves clearly and confidently. To enable this we aim to:

- Encourage all pupils to listen attentively and to speak with confidence, clarity and fluency in a variety of situations and to different audiences.
- Develop in each pupil an enjoyment of reading and fluency, involvement and critical understanding using texts for interest, information and entertainment.
- Enable each pupil to express themselves confidently in written language using a wide range of styles for a variety of purposes and audiences.

### **Speaking & Listening**

By the end of their primary school we want our pupils to be able to:

- Communicate ideas, points of view and explanations clearly
- Use spoken language effectively in different situations
- Begin to use spoken language to generate, discuss and clarify ideas
- Listen politely and responsibly

### **Scheme of Work**

The Scheme of Work is drawn from the Read Write inc phonics programme and our English Curriculum in KS1 & KS2.

It identifies the opportunities which will be provided to enable pupils to attain at the expected level. These include:

- Mini-plenary sessions
- Discussion as a part of learning in all subjects
- Drama and role play in form of home corners and classroom activities
- Use of sound recorders & video equipment
- Opportunities for speaking in public.
- 'Talk for Writing' skills will be employed and small world in EYFS/Y1.

### **Planning**

Opportunities for activities directly linked to learning in speaking and listening are identified in planning where appropriate. It is expected that teachers, in their weekly planning, will identify at least one activity focused upon pupils' ability to speak and listen across the curriculum.

## **Assessment of Speaking and Listening**

On a daily/weekly basis significant details may be noted on class planning or in individual's learning journeys/Tapestry in foundation stage.

On an annual basis a comment is made in the annual report regarding the current achievement and next steps for the pupil. Speaking and listening may form the focus of an individual target where needed.

## **SEND**

Pupils with specific difficulty with speech, language or communication may receive support through:

- Targets and programmes set in Individual Provision Maps
- Additional teaching time both inside and outside the classroom
- Specialised materials
- Additional practice provided by teaching assistants
- Programme provided by the Speech and Language Therapist.

## **Reading**

By the end of their primary school we want our pupils to be able to:

- Be fluent readers
- Be able to gain information by reading
- Choose to read for pleasure
- Show respect for and a love of books

## **Scheme of Work**

The Scheme of Work is drawn from the Read Write inc phonics programme and our English Curriculum in KS1 & KS2.

## **Phonics from the start**

Children will begin phonics early to ensure that they are fluent readers as soon as possible. They will learn in lots of different ways that will help them to remember the new sounds whilst also having fun! It won't be long before they will be able to blend for reading and link this into their writing.

## Programmes and progress

The explicit teaching of phonics begins early on in every child's journey at St Keverne School. In the EYFS, children begin by learning the single letter sounds, which are matched to rhymes and actions to really embed these early skills. When children are confident in this, they will move onto learning digraphs (such as ay and ee), trigraphs (such as igh and ear) and split digraphs (such as a-e and i-e). Children follow the Letters and Sounds programme of study whilst using the Read Write inc rhymes as these are a memorable way for children to learn the highly important basis of reading.

In Foundation and KS1 reading is taught through:

- daily Read Write inc phonics sessions
- Shared reading - a whole class approach
- 'Talk for Writing' – a whole class approach to learning a text by heart
- Independent reading - a structured opportunity to apply reading skills.

Early reading begins with RWI reading books. These are matched closely to level of the children in order to promote real fluency in their reading, and follow the sounds that they are learning each week. These are linked to a well-known text in order to widen children's knowledge of stories and these are read before each new book is started. Children read in pairs to further their listening skills as well as their speaking skills and each book is read throughout the week before being taken home at the weekend to allow children to share their fluent reading with an adult at home (or siblings/pets/toys – anyone they want to share their love of reading with!) Children will also be asked questions on these and their oracy skills will be fostered with a discussion on an aspect of the book each week.

In KS2 reading is taught through:

- Shared reading - a whole class approach
- Guided reading - a differentiated group approach VIPERS
- 'Talk for Writing' – a whole class approach to learning a text by heart
- Independent reading - a structured opportunity to apply reading skills.

We use VIPERS in KS2 to aid comprehension. Texts are chosen to ensure that children's reading is wide and varied, particularly with well-known stories, whilst also ensuring challenge at each step. Children use their retrieval and inference skills in discussing pictures, their comprehension skills to answer questions and are improving their dictionary skills with a vocabulary focus on a regular basis. We use a mixture of reading to the children and children reading with a partner. Oracy skills are further promoted through discussion of a challenging question related to the chapter being read which encourages children to listen, question and articulate themselves clearly.

KS1 & KS2

- Reading conferences - in school through a planned opportunity to share a text with an adult or a reading partner or to read silently. At home, through practice with an adult or more fluent reader, study of a text in preparation for work in school, extension reading following work in school, or private reading.

## **Texts**

From Reception onwards pupils are introduced to a balance of different types of books including poetry, fiction, non-fiction and plays. Pupils study a range of texts each term as part of our 'Talk for Writing' approach.

### **Shared Reading Texts**

**Guided Reading Text** is chosen from carefully graded text.

**Personal Reading Texts** which are matched to pupils' phonics & texts to share with an adult are also encouraged.

### **Assessment of Reading**

Currently each child has a reading record book detailing individual reading experience. At the early stages of reading teachers maintain a key word list for each pupil. Reading assessment is carried out regularly.

On an annual basis the following formal assessments are made:

- Read Write inc Phonics – half termly assessment
- Yr 1 children undertake Y1 Statutory Phonics Assessment
- Yr 2 children undertake Y1 Statutory Phonics Assessment if they failed to reach standard in yr 1
- End of Key Stage Assessments Yrs. 2 and 6
- A comment in the Annual Report regarding the current achievement and next steps for the child.

## **SEND**

Pupils with special education needs may receive additional support through:

- Targets and programmes set in Individual Provision Maps
- Specialised reading materials
- Additional practice provided by teaching assistants.

Children's progress is regularly assessed to make sure that they are achieving well and know at a glance the sounds that they have been learning. This will ensure that reading fluency comes as

quickly as possible. This assessment can come in many forms, from watching children play, to listening to them read, to 1:1 work with a child. If children are finding it tricky, extra interventions will be put into place. This is particularly focused on children that are unlikely to or have not met the expected standard in the Year 1 phonics screening check. These children will have extra phonics catch up and are listened to read on a regular basis in school. In KS2, those children that are in need of catch up have a daily phonics intervention in a small group, an extra focused reading session to promote fluency whilst also taking part in the class reading sessions to ensure comprehension and enjoyment of a wider range of books. They take books home that are appropriate to their level and are given extra precision teach interventions during the week to promote quick reading of words.

## Writing

By the end of their primary school we want our pupils to:

- Be confident writers
- Be able to write appropriately for a variety of audiences and purposes
- Be able to write in a variety of genre.

## Scheme of Work

The Scheme of Work is drawn from the Read Write inc phonics programme and our English Curriculum in KS1 & KS2.

**Developmental writing** is valued as a means of developing pupil confidence in writing and in conjunction with this; the following structured approaches are used:

In Foundation and KS1

- Daily Read Write inc phonics lessons
- A weekly writing session focused on independent writing.
- **Shared Writing** - a whole class approach to make explicit how an experienced writer composes a text.
- **'Talk for Writing'** – a whole class approach to mapping out own writing prior to writing it.
- **Independent Writing** - a structured opportunity to apply writing skills
- **Personal Writing** - a planned opportunity to write reflectively e.g. thoughts in Worship Space
- Explicit teaching of **grammar** is carried out. Where possible, this is taught through the context of a shared text or separately in a standalone session.
- Explicit teaching of handwriting and spelling.

In KS2

- **Shared Writing** a whole class approach to make explicit how an experienced writer composes a text.

- **Guided Writing** a differentiated group approach to further develop writing composition. e.g. up levelling a text
- **Independent Writing** - a structured opportunity to apply writing skills
- **Personal Writing** - a planned opportunity to write reflectively
- Explicit teaching of **grammar** is carried out. Where possible, this is taught through the context of a shared text and during a standalone session
- Explicit teaching of handwriting and spelling.

## Spelling

We acknowledge the importance of the gaining of spelling skills and strategies for all pupils. Skills and strategies in spelling are taught using our phonics programme in Foundation KS1 & Ks2 in line with the National Curriculum. Pupils are taught how to learn spelling through a variety of strategies including phonics, visual and morphemic strategies, graphic knowledge, mnemonics and principles of spelling. Spelling is taught both in the English lessons and outside of lesson as a standalone activity. Pupils are given opportunity to develop and practise their skills during the independent work session. Good spelling at the level of the individual is expected throughout all written work.

From Year 1 onwards pupils are expected to learn spellings at home each week. These are based on the sounds learnt in phonics sessions and aligned to the National Curriculum spelling expectation.

## Assessment of Writing

- Read Write inc Phonics half termly assessment
- End of Key Stage Assessments - Yr. 2 and Yr. 6
- Moderation of writing as a staff, within our 3 school cluster & across our Trust
- Half termly assessment writing, which is kept in Writing Portfolios

## SEND

Pupils with Special Educational Needs may receive additional support through:

- Targets and programmes set in Individual Provision Maps
- Additional teaching time - both in and outside the classroom
- Additional practice provided by teaching assistants