

GAYTON PRIMARY SCHOOL



English Policy

Approved by: SLT & Governors

Last Reviewed on: December 2018

Next review due by: December 2021

1. AIMS

Considering Gayton's core values, we aim for **excellence** in English achievement throughout the school. We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

Pupils at Gayton Primary School will leave Year 6:

- reading and writing with **confidence**, fluency and understanding, using a range of independent strategies to take **responsibility** for their own learning including self-monitoring and correcting their own errors;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in relation to grammatical terminology;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing **creativity**, imagination, inventiveness and critical awareness;
- having a suitable technical vocabulary to respectfully articulate their responses in any discussion.

2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2012).

In the Foundation Stage (Reception) children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate.

At Key Stage 1 (Years 1 and 2) children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds.

At Key Stage 2 (Years 3-6) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of fiction, non-fiction and

poetic texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

3. SUBJECT

ORGANISATION

Foundation Stage

In Reception children have daily discrete phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.

Key Stage 1

In Year 1 daily discrete phonics lessons continue, whereas in Year 2 phonic interventions take place. The children have daily Literacy lessons with an emphasis on real texts. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, differentiated class teaching and targeted teaching groups in Literacy and reading comprehension sessions.

Key Stage 2

In Key Stage 2 children have daily Literacy lessons. Additional Literacy sessions include weekly guided reading, spelling, handwriting (refer to Handwriting Policy) and reading aloud of a class novel. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through targeted teaching; intervention programmes and small group interventions.

4. APPROACHES TO SPEAKING AND LISTENING

We recognise the importance of spoken language in pupils' development across the whole curriculum - spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include: talk partners, drama activities, debating and during whole-school class assemblies. As the National Curriculum says:

All of these speaking and listening skills are taught in Literacy, across the curriculum and during extra-curricular activities too.

5. APPROACHES TO READING

Teachers model reading strategies during reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during these sessions. In KS1 children have the opportunity to read 1-1 with an adult at least once a week. As the children move through the school, opportunities to read independently for a sustained period of time are afforded to them (usually with parent helpers). Guided reading sessions with a small group of children take place at least once a week in KS2. This is either during assembly time or through a 'reading carousel' where other activities will take place whilst the teacher/teaching assistant is working with a guided reading group.

Children in the Foundation Stage classes are encouraged to read every night with their parents. There is a range of different scheme books that are matched to the children's reading ability.

In KS1 children take home a book from a reading scheme. Each child has a reading folder and a home/school reading record that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child daily.

In KS2 children will continue with phonic intervention if necessary and the reading scheme is followed. When they complete the scheme they will become a free reader and can choose books to take home and read. Free readers can also access books (Tree Tops/Collins) of a wide range of genres, which are at an appropriate interest age, but are at an accessible reading age. These help children choose books that are suitable for their age and ability whilst maintaining the freedom of choosing their own book.

We still encourage all readers to share a book at home with their parents/carers or siblings. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Throughout the Key Stage, children become more independent in recording what they have read in their reading journals/records.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, i.e. 'World Book Day/week'. Throughout the year there are visits by published authors, book competitions (organized by the Year 6 librarians), and 'storytime' is offered during playtimes, where Year 6 children will read to groups of foundation or Year 1 children.

6. APPROACHES TO WRITING

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Our approach to teaching writing covers the 'transcription' and 'composition' requirements of The National Curriculum (2014). To support our teaching of writing, staff refer to Alan Peat and Pie Corbett's strategies. Teachers are flexible in their selection of these Literacy experts' strategies to suit the needs of the children and text type being taught.

Teachers model writing strategies and the use of phonics/spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals,

whilst children have opportunities to write at length in extended independent writing sessions at the end of each unit.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. We have themed weeks e.g. 'Roald Dahl' week or Science-related topic weeks. The text types which are required to be covered by The National Curriculum (2014) are outlined in our long term plans for each year group to ensure that there is a breadth of coverage. They may be asked to produce their writing on their own or as part of group.

Children also have the opportunity to practice their handwriting, in some classes there is a whole class session and a targeted handwriting group, other classes will practice handwriting in small groups and rotate during the 'reading carousel'.

7. APPROACHES TO GRAMMAR, PUNCTUATION AND SPELLING

Grammar, punctuation and spelling is taught as standalone lessons, as well as discretely through topic work. Grammar and punctuation is assessed at the end of every term. Confidence in spelling can have a profound effect on the writer's self-image. We aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words and their parts, the shape and sound of words, the letter patterns within them and the various ways they can learn these patterns. All children are encouraged to use the method 'look, cover, write, check'.

In Reception and Year 1, daily phonics is the key to the children's learning of spelling (or interventions in Year 2). This is taught using the Letters and Sounds programme in conjunction with 'Jolly Phonics'. Children are taught to blend sounds to read and segment to spell. At the same time they learn words which are not phonically regular (common exception words).

In both KS1 and KS2 the children receive weekly spellings to revise during the week and they are then tested. The children will be expected to spell these during 'free-writes' as well as in their tests.

8. CROSS-CURRICULAR LITERACY OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practice and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. This makes writing more meaningful and exciting.

9. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy. Teachers will make regular informal assessments on the child's reading and writing, which will then be transferred onto Target Tracker. We have high expectations of the children in order for them to achieve their very best. Children's work is marked regularly, ensuring feedback is acknowledged and responded to. Children are also aware of the marking codes (see Marking Policy), for example green highlighting for good practice, red/pink highlighting for spelling errors and yellow highlighting for grammatical errors, as well as the 'two stars and a wish' strategy.

10. INCLUSION and INTERVENTION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment in liaison with the SENCo. There are certain interventions in place to support children (e.g. socially speaking, IDL, Orretts Meadow). 'Gifted and talented' children are provided with suitable learning challenges (See 'Gifted and Talented' policy).

11. EQUAL OPPORTUNITIES

Gayton has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

12. ROLE OF SUBJECT LEADER

The Subject Leader is responsible for improving the standards of teaching and learning in Literacy through:

- monitoring and evaluating Literacy:-
 - pupil progress
 - marking and planning
 - curriculum coverage
 - provision of Literacy
 - the quality of the Learning Environment,
- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- keeping up to date with recent Literacy developments.

13. PARENTAL INVOLVEMENT

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them. At the beginning of school parents are invited to a reading workshop in reception.

14. Resources/links

- Head start resource books <http://www.headstartprimary.com/>
- Rising stars SPaG assessments <https://www.risingstars-uk.com/Series/Rising-Stars>
- IDL (reading and spelling programme) <https://www.idlcloud.co.uk/>
- Twinkl (all resources) <https://www.twinkl.co.uk/>

- Jolly phonics <http://jollylearning.co.uk/overview-about-jolly-phonics/>
- Letters and sounds <https://www.gov.uk/government/publications/letters-and-sounds>
- Literacy Shed Plus <http://www.literacyshedplus.com/>
- Hamilton Trust <https://www.hamilton-trust.org.uk/>
- Alan Peat <https://alanpeat.com/>
- Collins books <https://collins.co.uk/category/Primary/>
- Tree tops books
<https://global.oup.com/education/content/primary/series/treetops/?region=uk>