



# English Policy

# Probus School

## Policy for English

### **Aims:**

- to provide guidance on an integrated programme of Speaking & Listening, Reading and Writing to develop pupils' abilities;
- to ensure that the requirements of English teaching are covered within a broad and balanced approach including cross-curricular teaching;
- to ensure that pupils are given opportunities to consolidate and reinforce taught literacy skills across the curriculum.

At Probus Primary School we strive for children to be a 'Primary Literate Pupil', as we believe that to be able to access learning within the primary school and beyond and to have good life chances each child needs to have good levels of literacy by the end of Key Stage 2.

By the age of 11 we aim for a child to be able to:

- 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.

### **Statutory Requirements:**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Programmes of Study Document (2013) and in the Communication and Language and Literacy section of the Early Years Foundation Stage Framework (2017).

**In the Foundation Stage (Reception)** children should be given opportunities to:

- link sounds and letters daily and begin to read and write
- speak and listen and represent ideas in their activities confidently
- use communication, language and literacy in every part of the curriculum
- become immersed in an environment rich in print and possibilities for communication

**At Key Stage One (Years 1 and 2):**

**In Year 1** children will build on work from the Foundation Stage, learning to speak confidently and listen to what others have to say. They will sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have learnt already. Children will continue to learn new grapheme-phoneme correspondences and revise and consolidate those learnt earlier. The understanding that the letter/s on the page represent sounds in spoken words should underpin pupils' reading and spelling of all words. Children will develop the physical skill needed for cursive handwriting through frequent, discrete and direct teaching and begin to learn the skills essential to writing.

**In Year 2** children should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation. Focus will be on establishing pupils' accurate and speedy word-reading skills. Pupils will listen to and discuss a wide range of stories, poems and information books. Children will move towards more word-specific knowledge of spelling. Grammar and punctuation will be discussed explicitly, drawing attention to the technical terms they need to learn. They will revise and practice correct letter formation frequently and continue to use cursive handwriting. Pupils will develop the skills essential to writing including drama and role-play.

**At Lower Key Stage Two (Years 3-4)**, children should develop the breadth and depth of their reading ensuring they become independent, fluent and enthusiastic readers. They should develop their understanding, knowledge and skills in reading a wide variety of differing texts. Continued focus will be given to comprehension as a primary element in reading. Children will be given plenty of practice in spelling to understand and apply the concepts of word structure. Grammar and punctuation will be taught explicitly and children should be able to apply terminology and concepts to real-language examples such as their own writing or books they have read. Pupils will also start to learn about some of the differences between Standard English and non-Standard English. Children will have opportunities to write for a range of real purposes and audiences which underpin their decisions about the form the writing should take.

**At Upper Key Stage Two (Years 5-6)**, children will develop accuracy in reading individual words focussing on both meaning and correct pronunciation. Pupils will be taught technical and other terms needed for discussing words they hear and read. Skills of information retrieval will be taught and applied cross-curricular, ensuring contexts are used where children are genuinely motivated to find out information. Continued focus will be given to help children to understand and apply the concepts of word structure, drawing on their knowledge of morphology and etymology to spell correctly. Children will be taught to use dictionaries to check the spelling of words. Children will be encouraged to practise cursive handwriting and to increase the speed of it. Pupils will continue to build on their knowledge and understanding of the skills and processes essential to writing. Grammar and punctuation will continue to be taught explicitly, adding to children's knowledge of linguistic terms so they can discuss their reading and writing.

**Subject Organisation:**

The English Curriculum is delivered using objectives from the National Curriculum English Programmes of Study Document (2013). The Early Learning Goals are followed in the Foundation Stage to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

During the daily literacy lesson in KS1 and KS2, children may experience whole class shared/modelled reading and writing, whole class or group word or sentence activity, extended writing time or guided group work. Children are taught literacy in mixed ability classes, by their own class teacher. Differentiation is planned for and appropriate challenge and support put in place, dependant on the needs of the pupils. Speaking, listening and genre awareness opportunities are planned, alongside writing opportunities in other areas of the curriculum

### ***Approaches to Speaking and Listening:***

Speaking, Listening, Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

### ***Approaches to Reading:***

Opportunities are provided for:

- Shared reading - within literacy lessons and at other times of the day;
- Comprehension - is taught through the DERIC (decode, explain, retrieve, interpret, choice) approach;
- Independent reading;
- Phonics - Giant Phonics lessons on a daily basis in Foundation and Key Stage 1, Twinkl spelling units taught across Key Stage 1 and 2 each week;
- Resources - We have a wide collection of book banded independent reading books as our main reading scheme. All classes have a collection of texts linked to their current topic, dictionaries and thesauri, access to BigBook Interactive books, interactive whiteboard for displaying e-texts and sharing text with a class, access to iPads talking books apps, fiction and non-fiction big books. In KS2, classes use 'Love to Read' books and resources linked to their current topic through our Cornerstones Curriculum.

### ***Approaches to Writing:***

Opportunities are provided for:

- Emergent writing in Foundation Stage through directed teaching activities or as a result of continuous provision in class
- Shared Writing/ Guided Writing - within the literacy lesson or other areas of learning
- Independent Writing - within the literacy lesson or other areas of learning
- Extended writing - within the literacy lesson and/or as stand-alone sessions
- Grammar, punctuation and spelling - within the literacy lesson and/or as stand-alone sessions using Twinkl spelling units
- Handwriting - practised regularly within the literacy lessons and as a separate lesson using cursive handwriting in Foundation Stage, KS1 and KS2
- Writing stimulated by experiences outside the classroom or as a result of a visitor to school.

The teaching of writing in Probus School takes two main approaches as a way of providing a varied diet of opportunities for the pupils. It is expected that over the course of one academic year a balance of fiction, non-fiction and poetry will be covered. Each half term will use either a "story-telling into story-writing" style approach using visual maps and a learned kinaesthetic telling of the class text or an "Exciting Writing" approach using video clips, computer games, music and drama to bring atmosphere and give children an eagerness to write.

### ***Cross-Curricular Literacy Opportunities:***

Teachers will seek to take advantage of opportunities to make cross-curricular links through our Cornerstones Curriculum. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

***The Use of Computing:***

Opportunities to use Computing to support teaching and learning in Literacy will be planned for and used as appropriate.

***Assessment and Target Setting:***

Work will be assessed in line with the Assessment Policy. Children will complete at least two pieces of independent writing every half term in the Learning Process Books. Teachers will use the Aspire Writing Assessment Framework to assess each piece of writing. Y6 and Y2 will use the current Statutory Frameworks. To inform assessments, teachers will also use SPaG.com score, STAR Tests and Pira Tests.

***Inclusion:***

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.

***Intervention Programmes:***

Children that have been identified as requiring additional support are provided with intervention. The range of intervention available includes:

- 1:1 or small group phonics teaching, the sessions are usually taught by teaching assistants;
- 1:1 or small group tuition in literacy taught by a qualified teacher;
- Literacy pre-teach groups, planned by the class teacher and taught by a teaching assistant, to provide confidence to children through giving them opportunities to become familiar with key skills needed to access learning in the following week;

***Role of Subject Leader:***

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

- pupil progress through data, pupil conferences and work scrutiny;
- provision of Literacy (including Intervention and Support programmes) including lesson observations;
- the quality of the Learning Environment.

They are also responsible for:

- 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

***Parental Involvement:***

Parents are encouraged to support their child's learning in many ways:

- Annual meetings are held for parents to explain our approach to the teaching of reading and writing.
- School parents' evenings/ open evenings are held termly to discuss individual progress and targets for the future.

- Reading records are used throughout the school to aid communication between home and school.
- Regular reading homework is set throughout the school - timings are age dependent.
- Parents are invited to volunteer to help read with our children during the week.

***Equality and Diversity:***

All children will be given equal opportunities regardless of religion, disability, age, gender, race and sexual orientation. No one will be discriminated against (See Equality Scheme)

***Conclusion:***

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Teaching and Learning Policy  
Marking, Assessment and Feedback Policy  
Special Educational Needs Policy  
Computing Policy  
Equal Opportunities Policy  
Inclusion Policy  
Health and Safety Policy

This policy will be reviewed every three years.

Date: \_\_\_\_\_

Signed: \_\_\_\_\_ Head Teacher

