



Roskear Primary & Nursery School

## English Policy

<b>Accepted by Governors</b>	Spring 2017
<b>Review Date</b>	Spring 2020

“Children who know no stories will not be able to create their own... the bigger the resource to draw upon, the more creative children can be.” Pie Corbett, 2007

### Our objectives in the teaching of English are:

- ✓ to enable children to speak clearly and audibly; to take account of their listeners and to participate in debate
- ✓ to encourage children to listen and respond appropriately to adults and their peers;
- ✓ to show children how to adapt their speech to a wide range of circumstances and demands;
- ✓ to teach children effective communication, both verbal and non-verbal, through a variety of drama activities;
- ✓ to help them to become fluent, independent readers with a good understanding of texts, through an appropriate focus on word, sentence and text-level knowledge;
- ✓ to develop the habit of reading widely and often, for both pleasure and information, through contact with challenging and substantial texts which reflect our literary heritage;;
- ✓ to foster the enjoyment of writing, and a recognition of its value;
- ✓ to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- ✓ to improve the planning, drafting and editing of their written work.
- ✓ to raise standards in reading and writing and ensure all children make progress in line with national expectations

### Guidelines for the Teaching of English

#### FS and KS1

In EYFS the literacy area of learning is included within continuous provision and gives children opportunities to develop basic skills. In the Foundation Stage and Key Stage 1, children are taught English through a synthetic phonics program (RWI). Every child is assessed on entry and placed



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within a group of children learning phonics at the same level. These assessments are reviewed by the RWI Manager half termly and groups are adjusted accordingly. The program is followed until every child can read fluently, confidently and with understanding.

Once children have progressed beyond the RWI programme they join a KS1 Shared Reading class. Whilst this group ensures children are revisiting RWI sounds daily, the teacher's main focus is to prepare children for the Accelerated Reader programme they will begin in year 3. The shared reading class allows children to access a wide variety of reading materials; both fiction and non-fiction, Bug club on iPads and opportunities which ensure children expand their comprehension skills.

### **KS2**

In KS2 English is taught through the Talk for Writing model and texts are linked with their topic learning. In each term, 3 topics are taught and will encompass narrative, non-fiction and poetry. Handwriting and Reading are delivered outside the English lesson and are planned for in accordance with the objectives set out in the National Curriculum, with all year groups using cursive text for handwriting and years 3,4,5 and 6 using Accelerated Reader accordingly.

Accelerated Reading will be monitored for progression by the Reading Coordinator on a weekly basis and children will be encouraged to read through in-class and whole school participation of a word count competition. Whole class direct teaching of reading will take place with written responses evidenced in writing journals. Pupils also participate in discrete lessons teaching spellings which follow the 'Shakespeare and More' spelling scheme.

### **The Learning Environment**

Each classroom will have the following on display;

- Key vocabulary/phrases
- Shared writing and examples of children's work in progress (including reasons for display and next steps (eg photocopies of marked work from pupil books)
- Progression in narrative vocabulary – prepositions, connectives, sentence openers etc

### **Reading Area**

Each classroom will have the following;

- Good condition and quality range of fiction and non-fiction books
- Story telling props/costumes (as appropriate)

Year 3,4,5 and 6 will have their own selection of Accelerated Reader books for use within their classes along with a word count display to show children's progression including the reading bands and ZPD levels.



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In addition to this there is a well-stocked library using Junior librarian and levelled reading books available in the KS1 and KS2 corridors.

#### **Assessment, intervention and monitoring**

Reading and writing will be assessed continuously using Key Progress Indicators beyond Foundation stage and reviewed half termly by the Reading and English coordinator respectively. Interventions are available for pupils across the school on a small group or 1:1 basis for reading, writing and speech and language support.

The named governor for English will meet regularly with the English coordinator, the English coordinator will have regular meetings with the head teacher and the English coordinator has weekly release time dedicated to English within Roskear school.

#### **Further English Immersion**

Along with English within their lessons pupils also have the opportunity to attend after school reading and writing clubs, write for the Roskear Newspaper and take part in writing workshops at local secondary schools as well as in-school workshops delivered by visiting authors.

#### **Role Play**

- FS and KS1 have designated role play areas. Where possible this links to the story or the topic.