The Meadows Primary School
English Policy

Policy Overview for English – Subject related policies are attached as appendices.
Writing Composition (A) Phonics (B) Reading (C) Spelling (D) and Handwriting (E)

Introduction

All children have a statutory entitlement to access to the Programmes of Study for English as set out in the National Curriculum. Our vehicles for achieving this access will be the English Curriculum and our own school overview planning for English that links closely to the termly year group topics. The skills of speaking, listening, reading and writing are explicitly addressed through the key skills in the Primary Framework.

The scope of the English curriculum is wide and encompasses the development of the pupils' ability to:

- speak confidently and competently in a range of contexts for different purposes and audiences;
- understand, respond to and comment upon speakers' use of language;
- take different roles in groups, contributing and responding to others' suggestions and responses;
- use dramatic techniques to explore, create, share and evaluate ideas;
- read fluently and automatically, using phonic knowledge and blending skills to decode unfamiliar words;
- spell words accurately through use of segmenting and application of their knowledge of word structures and patterns;
- access texts for pleasure or information;
- understand and interpret texts on both an organisational and literary level;
- engage and respond to a range of texts and the intended effects of authors;
- express themselves creatively for purpose, pleasure and learning;
- write in a range of forms, making stylistic and structural choices to suit both purpose and reader;
- organise ideas cohesively and use varied sentence structure and punctuation to covey meaning effectively;
- develop a fluent handwriting style;
- use ICT tools to present work appropriately.

This policy should be referred to in conjunction with the policies on phonics, reading, handwriting, spelling, teaching and learning, assessment, marking and display as well as the guidelines for English. Policies for the core and foundation subjects should also be referred to in order to ensure cross-curricular links to English whenever possible.

In the Foundation Stage, children are given opportunities to:

- speak, 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 possibilities for communication.

At Key Stage One, children learn to:

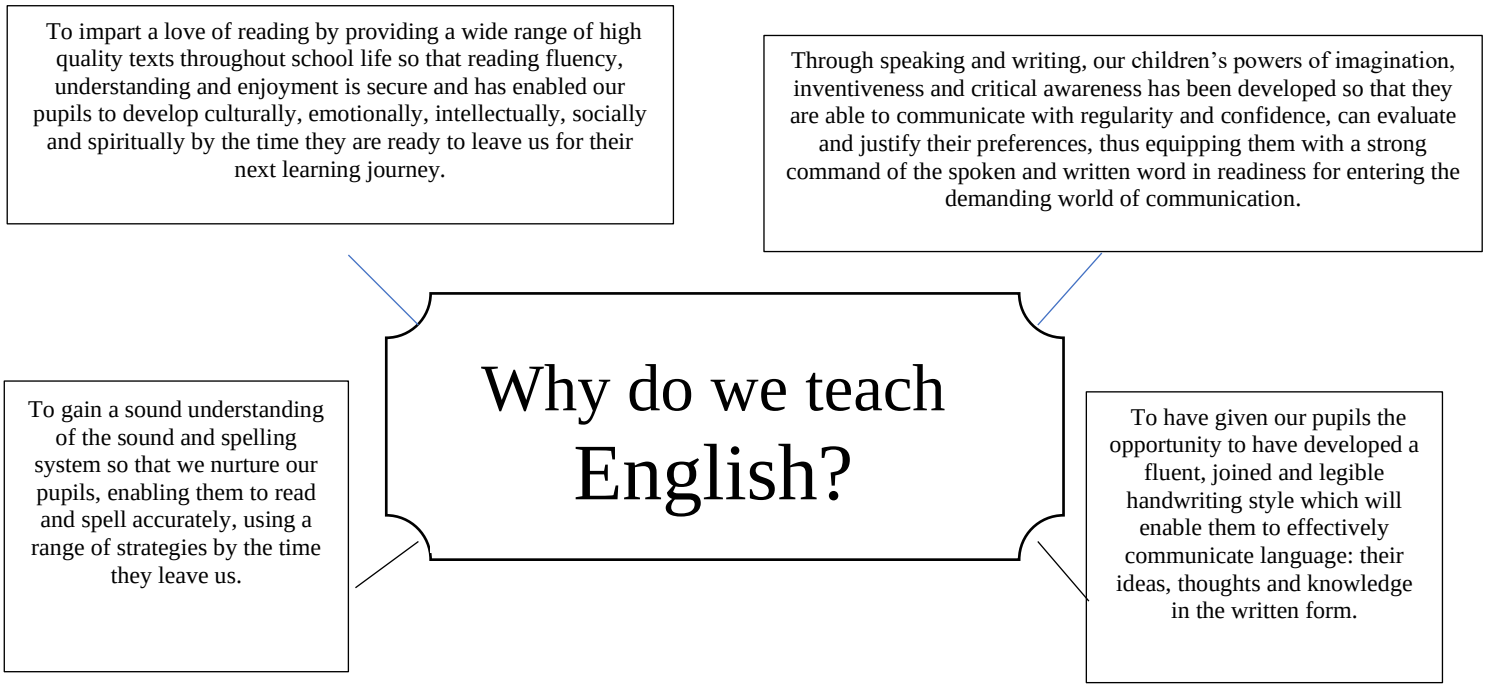
- develop confidence when speaking and listening;
- read and write with increased independence and enthusiasm;

- use language to explore experiences and imagination.

At Key Stage Two, children learn to:

- change the way they speak and write to suit different situations, purposes and audiences;
- read a wide range of texts and respond to the different layers of meaning within them;
- explore the structure and use of language.

Vision for English



When we have been successful in achieving our vision for English:

We will see:	We will hear:	We will have children who:

❖ children who are excited and eager to learn; ❖ 'busy' children, engrossed in their learning tasks; ❖ children working co-operatively and collaboratively together; supporting each other's learning; ❖ pairs and groups of children engaged in deep and rich discussions; ❖ children working independently of the teacher, selecting specific language for the genre being studied ❖ children purposefully using the learning environment to support their writing ❖ smiling, happy, engaged children; looking like they are enjoying writing/reading; ❖ children who are able to use a range of literary devices taught to express their ideas clearly ❖ children themselves, teaching, coaching and mentoring their peers;	❖ the energy in a classroom; ❖ an excited 'buzz' in the atmosphere (productive) ❖ lots of rich vocabulary being used by the children linked to their topic; ❖ children using the correct technical vocabulary for their year group ❖ justifying their responses, explaining to each other, reasoning their opinions; ❖ children sharing good ideas, ❖ children bonding with each other and building effective relationships in the joint pursuit of achieving a challenge; ❖ children encouraging each other; offering praise and celebrating together; ❖ highly effective explanations being offered by children; ❖ children who are caught up in the moment, oblivious of others around them	❖ are curious, enthusiastic learners; ❖ feel challenged, yet supported; ❖ feel mentally exhilarated; ❖ become intrinsically self-motivated; ❖ feel personally empowered ❖ gain a sense of pride in the work in which they produce ❖ desire to share their work with others in the school ❖ are confident to read and write, not only during English, but throughout the curriculum ❖ feel confident and safe enough to take risks when writing and reading, ❖ are comfortable in learning from their mistakes and embrace '*The power of yet'*; ❖ feel a great sense of personal achievement and self-satisfaction that they persevered and achieved; ❖ have a growing self-belief in their own ability; ❖ are disappointed at the end of the lesson that they've got to stop what they are doing!

Aims

Speaking and Listening

Speaking and listening provide the foundation for further language development. A pupil's spoken language reflects the local culture and heritage of the individual and is therefore crucial to his or her identity and should be valued and built upon. However, pupils are also entitled to gain knowledge, competence and confidence in the use of Standard English, thus empowering them to use whichever is most appropriate to purpose, audience and situation. To reflect this, we aim to provide pupils with opportunities to:

- speak in a variety of forms for different audiences, purposes and situations (both formal and informal);
- reflect upon their speech and make appropriate choices;
- talk in group situations, valuing the contributions of others and responding appropriately.

Reading

Reading is one of the most powerful tools of learning both in and out of school. It facilitates independence and allows pupils to share experiences they may not otherwise encounter. Reading provides opportunities for pupils to gain both understanding and pleasure from a range of texts. To support this goal, we use the 'Read Write Inc' programme in EYFS and KS1. Once pupils have sufficient phonics skills e.g. they have passed their phonic screening test, a whole class reading model is used. During whole class reading sessions, children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS (vocabulary, inference, prediction, explain, retrieve, sequence). More detail is provided within the reading policy (appendix B). We aim to help pupils to:

- master the basic mechanical skills of reading;
- read with accuracy, fluency and expression;
- develop and use higher order reading skills which will contribute to their overall comprehension of texts;
- understand the value of information texts as an aid to learning;
- develop a love of literature and an understanding of the pleasure reading can bring.

Writing

Confidence and competence in the use of the written word is essential to the communication of meaning. A pupil's ability to write effectively affects performance in all areas of learning and living and is very much a developmental process. Staff encourage writing from its emergent start, through developmental attempts to its final, independent stage. Throughout these stages, we aim to provide opportunities for pupils to:

- explore and develop knowledge of the variety of functions and formats of writing;
- using 'Read Write Inc' in Early Years and lower KS1 and the 'Pathways to Write' programme in Year 2- Year 6 and Year 1/2 from the spring term onwards
- communicate meaning effectively through appropriate language choices according to intended purpose and audience;
- understand, value and use the process approach to writing in order to improve the content and presentation of their writing through planning, drafting and re-drafting;
- write individually and collaboratively, experiencing praise and receiving constructive criticism and support;
- experience the pleasure of publishing their writing and sharing it with a wider audience;
- experiment with language play for enjoyment.

Spelling

We value and encourage children as they move through the developmental stages of learning to spell, but we also recognise the importance of mastering and using accurately conventional spelling in order to convey meaning clearly in writing. To support this goal, we use both 'Read Write Inc' programme and 'Spell Zoo' scheme to ensure continuity across the school and develop pupils' knowledge of:

- sound-symbol relationships;
- regular patterns in words and non-standard forms;
- the structure of words; compound/complex words, prefixes, suffixes, roots and origins;
- high interest words associated with topics and specific curricular areas;
- a variety of strategies to enable independence in spelling, such as word banks, dictionaries, displays, mnemonics etc.
- specific spelling rules.

Handwriting

Presentation of written work reflects the awareness of the writer to the needs of his or her audience. Our ultimate goal is for pupils to achieve a fast, flowing, legible style of writing. In order to achieve this, we are aware of the need for a consistent approach to the teaching of handwriting across the key stages. In Early Years and lower KS1, we use the 'Read Write Inc' handwriting scheme and from Year 2 upwards, we follow the 'Cambridge Penpals' scheme. The aim is that our handwriting scheme(s) support our delivery of a structured teaching programme which:

- ensures correct formation and orientation of letters;
- develops consistency and appropriateness in size and spacing;
- develops children's fine and gross motor skills;
- encourages a pride in presentation;
- eases the transition from printing to joining.

Drama

The staff appreciate the role of educational drama strategies as:

- a learning tool across the curriculum;
- an effective factor in the development of oral and aural skills;
- a means of developing empathy with others and an understanding of self;
- a way of encouraging interaction with texts e.g. 'Pathways to Write'

Progression, Continuity and Differentiation

- Progression and continuity are dependent upon teachers' assessment of present achievement in knowledge, skills and concepts as well as previous learning experiences. This knowledge then shapes the planning of future teaching. To this end, assessment, target setting and planning processes are followed by all staff. Please refer to the 'Assessment' and 'Teaching and Learning' policies for more information.
- The National Curriculum and the whole school overview map for the Pathways to Write programme are followed to ensure continuity throughout English, ensuring progression of skills coverage of specific genres are achieved. This can be viewed in appendices section (A) and also included on the school website.
- Differentiation can be provided in a number of ways: through questioning, by adult support provided, by differentiating resources, by differentiating through planning or by task differentiation. For more information please refer to the 'Teaching and Learning' policy.
- Teachers differentiate and use a range of AfL techniques in short term planning in the way in which is considered most appropriate for the child, group or learning skill being taught.

Inclusion

We are committed to providing effective learning opportunities for all pupils and apply the three principles for inclusion to planning and teaching. Suitable learning challenges will be set for all pupils with the aim of maximising achievement for all pupils at an appropriate level for each individual. Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of differing genders, special educational needs, disability, as well as different cultural, social and ethnic backgrounds. We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils.

Assessment, Recording and Reporting

The assessment and recording of literacy is part of the overall assessment of the child and should be seen alongside all the other areas of development. Assessment in English reflects the general principles and procedures laid down in the school's assessment policy. Key elements of our English assessments are:

- termly NTS/SATS reading tests to provide reading ages for pupils (NTS tests both reading age and reading comprehension). Three tests per year to be completed during termly assessment weeks;
- age related expectations for reading and writing decided on the basis of termly teacher assessment and tracking;
- end of key stage SATs results;
- all curriculum coverage in Literacy for individual strands is made available of the school website under 'About us – Curriculum'.

Formal written reports are provided each year and this information is shared with parents. Additionally, two other meetings are held each year with parents and carers and pupils (KS2 pupils to attend only) to discuss progress and attainment.

Cross-curricular Links

- We recognise the unique position of English as a medium for learning in all areas of the curriculum. Opportunities for children to explore and develop language use in other curriculum areas are identified by teachers at the planning stage.
- Radio, video links and television programmes, computer software, newspapers, comics, photographs and advertisements are all used on a termly basis as outlined in the National Curriculum to ensure pupils receive access to a full range of texts to analyse the way in which language is used for effect with target audiences.
- ICT links are also promoted whenever possible to assist and enhance English skills. These include opportunities for pupils to compose, revise and edit texts as well as use desk-top publishing facilities to improve the presentation of work.
- Specific English software is also available to develop skills such as spelling, interactive reading such as: Spellzone, ReadTheory, Nessy, Oxford Reading Tree, and many more.
- Access to the Internet is also used within lessons and when appropriate to enhance research skills.

Resources

- A reading spine has been created for each year group with the aim of our pupils being exposed to a range of high quality texts which will promote a life-time love of reading
- Sets of texts for RWI phonics lessons and matching books to take home
- All pupils have access to RWI online books at home
- A centrally stored library is available for class access to a range of fiction and non-fiction texts that the children can access and loan.
- Supplementary books and guidance materials at appropriate ability levels are stored in individual classrooms.
- Class collections of books appropriate to age and ability are available within classrooms for reading enjoyment.
- All classes display alphabet friezes and/or age appropriate word walls to aid children's independent writing.
- A regular allocation is devolved each year from school budget for English resources. Decisions are made regarding expenditure in consultation with staff and governors. Priorities are established through review of the school improvement plan, the English development plan and requests from staff. Resources are then purchased on the basis of this information.

Role of Governors

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment and progress across the school and ensure that staff development and performance management promote good quality teaching.

The Governing Body

Governors determine, support and review school policies. They support the aims of the policy by making resources available wherever possible. Governors receive termly reports, which they use for monitoring purposes. The Governing Body delegates the responsibility for implementing policies and guidelines to the Head Teacher and English subject leader.

Evaluation and Review

Next review is due: Autumn 2027