



English Policy

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English Policy

Newick Church of England Primary School



- Intent of our English Curriculum:

English: Educating for...

WISDOM Our children will acquire a wide vocabulary, read easily with fluency and good understanding and write accurately and coherently to communicate ideas. We will endeavour to ensure that phonics and early reading provide excellent foundations for building these skills.

INDEPENDENCE – Our children will read widely for both pleasure and information. Through the use of exciting rich texts, we want children to produce unique and inspiring outcomes selecting their own ideas for presentation and genre.

CREATIVITY – Our children will be able to seek opportunities to create, refine and share their outcomes with a real audience.

KINDNESS – Through reading, our children will learn to develop culturally, emotionally, intellectually, socially and spiritually.

The aims of English are:

- To enable children to speak clearly and audibly in ways which take account of their listeners;
- To encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- To understand and learn new vocabulary linked across the curriculum;
- To enable children to adapt their speech to a wide range of circumstances and demands;
- To develop children's abilities to reflect on their own and others' contributions and the language used;
- To enable children to evaluate their own and others' contributions through a range of drama activities;
- To read with confidence, fluency and understanding;
- To show an interest in books, read with enjoyment, evaluate and justify their preferences;
- understand phonics and use this knowledge to read and spell accurately
- To help children enjoy writing and recognise its value;
- To develop a fluent and legible handwriting style.
- To enable children to write with accuracy and meaning in narrative and non-fiction;
- To increase the children's ability to use planning, drafting and editing to improve their work;

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Phonics

“Don't gobblefunk around with words.”
– Roald Dahl, The BFG

Foundation Stage

In EYFS there is a discrete daily phonics lesson. Children have opportunities to develop their communication and literacy skills on a daily basis in both adult led and child initiated activities.

Key Stage 1

In Key Stage 1 whole class daily discrete phonics lessons continue. Children have daily mixed ability English lessons with an emphasis on using rich texts. Carefully planned provision ensures all children make the appropriate progress. Children take part in both class and individual reading sessions. Children also have access to the whole class text which is used for many writing and reading comprehension sessions. Personalised reading programmes take place to support the most vulnerable groups.

Key Stage 2

In Key Stage 2 Children have daily English lessons. There is explicit teaching of grammar and spelling strategies. English skills are developed across the curriculum and children write extended pieces in Science, RE, history and geography. As with all Key Stages, intervention programmes are in operation across the Key Stage, these are regularly reviewed and monitored to ensure maximum impact.

SPEAKING AND LISTENING

*“If writers wrote as carelessly as some people talk, then adhasdh asdglaseuyt[bn[
pasdlgkhasdfasdf.”*

– Lemony Snicket, Horseradish

Opportunities for speaking and listening activities permeate the whole curriculum. Children are encouraged to develop effective communication skills in readiness for later life.

Opportunities to develop these skills include: drama within lessons; presentation of work to peers; class assemblies and drama productions.

We expect all pupils and staff to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect or other language is valued as a part of their culture and inheritance.

- Vocabulary – Word Conscious Classrooms
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- ‘The most important thing is to read as much as you can, like I did. It will give you an understanding of what makes good writing and it will enlarge your vocabulary.’

J. K. Rowling

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For each topic taught in class, we send home a vocabulary grid. These will include a range of words linked to the class topic. We aim to send these grids home at the beginning of the topic so that families have conversations and discussions around the meaning of the words. These are not spellings. We simply would like the children to understand the meaning of the words and be able to speak confidently about their learning.

READING

“The more that you read, the more things you will know. The more that you learn, the more places you'll go.”

– **Dr. Seuss, I Can Read With My Eyes Shut!**

Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during whole class and individual reading sessions. Daily discrete phonics lessons in EYFS and KS1 enable children to decode efficiently. This is continued into KS2 where necessary.

Each class reads a variety of whole class texts, which include classical literature, modern fiction and narrative poetry. Please see the website for our Reading Overview. The Literacy Coordinators have purchased 12 recommended reading books per class as a way of promoting quality texts for individual readers. We also use the reading Vipers to help with assessment of reading in KS2.

A range of reading schemes are used to support early readers as well as book banded ‘real books’. These bands link to age related expectations. There are banded reading books for both infants and juniors.

Children in the Early Years Foundation Stage and KS1 classes take home a selection of books from the banded books. Parents and carers are asked to read with their children regularly and write a comment in the book.

In Key Stage 2 children choose books to take home and read. We also have a selection of banded books appropriate for lower attaining pupils in years three to six to support appropriate text choices. Children in KS2 are also encouraged to make independent choices with their reading. Ten copies of First News is delivered to school each week for children to read. There is a large range of non fiction books in the library that children are welcome to borrow. We encourage parents and carers to still hear their children read.

WRITING

“If you don't have time to read, you don't have the time (or the tools) to write. Simple as that.”

– **Stephen King**

We aim to instil creativity in children’s writing that engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. To support development we have a creative curriculum which interlinks cross curricular experiences with writing opportunities. Teachers model writing strategies and the use

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of phonics and spelling strategies in shared writing sessions. This is usually demonstrated using a visualiser. Guided writing sessions are used to target specific needs of both groups and individuals. This provides excellent assessment opportunities and feeds directly into the children's targets and planning for the following week.

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. There are many opportunities for children to improve and celebrate their writing through drama. They may be asked to produce their writing on their own or as part of group. Children will also be given the opportunity to utilise their English skills in computing.

Spelling

"Nanny Ogg knew how to start spelling 'banana', but didn't know how you stopped."
– **Terry Pratchett, *Witches Abroad***

Children's spelling is assessed using the SWST (Single Word Spelling Test) twice a year. Additional assessments may also be used to assess knowledge and understanding where there is concern over a child's progress. No Nonsense Spelling is used consistently across KS2. This planning will usually be twice/three times a week and will consist of the children practising spellings and or patterns and applying them to their work in school. In addition, they will be encouraged to practise them as part of their home learning. Foundation and Key Stage 1 teachers will follow the Letters and Sounds programme for spelling. Following the end of Phase 5 in Letters and Sounds, teachers in Key stage 1 and then 2 will follow Appendix 1 of the National Curriculum. Children are encouraged to spell independently, to attempt words for themselves and are discouraged from becoming dependent on an adult for spellings. They are taught how to use dictionaries, word banks with and without symbols and computer spell checkers. Teachers will plan to link spelling and handwriting so that common letter strings become automatic.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in literacy is the responsibility of the literacy subject leaders. The work of the subject leader also involves supporting colleagues in the teaching of literacy, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader has specially allocated, regular time in order to review evidence of the children's work, to undertake lesson observations of literacy teaching across the school, monitoring teacher's plans and talking to children about their literacy experiences through pupil conferencing.