

Great Orton Primary School



English Policy

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1	M Walker	January 2024	20 February 2024

1. AIMS AND OBJECTIVES

We aim to develop pupils' abilities within an integrated programme of speaking & listening, reading & writing and spelling & grammar. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Great Orton School we strive for a child to be able to:

Speaking and Listening

- speak clearly and audibly in ways which take account of their listeners.
- listen with concentration in order to be able to identify the main points of what they have heard.
- adapt their speech to a wide range of circumstances and demands.
- reflect on their own and others' contributions and the language used.
- evaluate their own and others' contributions through a range of drama activities.
- understand and use standard, grammatically correct English.
- develop effective communication skills in readiness for later life.

In the Foundation Stage (Reception), children should be given opportunities to speak and listen and represent ideas in their activities and to use communication, language and literacy in every part of the curriculum. The children will be immersed in an environment rich in print and possibilities for communication.

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

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

Reading

- be a confident, independent reader through an appropriate focus on decoding and comprehension of texts, as well as becoming readers for pleasure and choice.
- become enthusiastic and reflective readers through contact with challenging and lengthy texts.
- recognise a wide range of different genres of texts.
- develop reading in meaningful and real to life contexts for a true purpose, across the curriculum to make links between learning.
- make links with the community through use of local libraries.

Regular shared reading takes place where pupils are encouraged to listen, discuss, re-enact and develop their own ideas in cooperation with others. The pupils are encouraged to take their reading book home daily, to enable parents and carers to support their child, whilst they are learning to read. Accompanying the reading book is a Reading Record that provides an opportunity for dialogue with the pupil's teacher.

All children follow the 'Read Write Inc' system of learning letter sounds. The phonics session takes place daily and children are taught at the various 'phase' levels appropriate to their ability. We use the Accelerated Reader method of identifying the reading level of books once phonics is mastered

(usually in KS1). We use a range of texts to develop comprehension skills from Y1 to Y6. We encourage reading for pleasure and a love of reading. We have a reading spine that has a range of highly rated children's books that staff will read to the children during allocated times during the week. Opportunities to develop reading pleasure will be used to add value to the reading experiences of children such as using the mobile library service, rewards and incentives.

Writing

- develop techniques appropriate for developing phonic and spelling strategies in reading and written work.
- write using standard English.
- write with accuracy and meaning in narrative and non-fiction genres.
- be confident with sentence and grammar structure and be able to use these with effect to become 'writers'.
- to plan, draft and edit to improve their work.

Handwriting

- correspond letter names and phonemes to written graphemes, forming letters clearly and correctly.
- attempt joined writing when secure with phonetic awareness and writing independently.

Pupils are provided with a wide range of stimuli for producing their own writing. They are given opportunities to write for a range of purposes and audiences, adapting their language and style according to purpose. Displays on the walls support the use of relevant vocabulary and pupils are encouraged to use "talk partners" to help them in the writing process. During shared and guided writing, teachers model good practice in writing skills, grammar and conventions of writing.

Writing materials are made available in EYFS to give pupils the opportunity to experiment in a fun way with writing. Spellings are generated from curriculum spelling lists. Children from year 2 upwards take home spellings each week to learn through the 'look, cover, write, check system' to be tested in school each week. Pupils in Key Stage 2 are encouraged to use self – evaluation and check their work independently for sense, accuracy and meaning.

Handwriting begins in Foundation Stage with mark- making and all pupils are given access to a wide range of pencils, pens, felt tips and crayons with which to hone their fine motor skills. Plain paper and a range of wide and narrow lined paper are used across the school to help pupils develop style and good presentation. Handwriting practice is undertaken regularly during the week. Pupils in Foundation Stage write in sand, sensory materials and in the air. Further practice of gross and fine motor skills is provided through P.E. and construction activities. All pupils are given opportunities to trace, overwrite and follow writing patterns until they are confident of writing independently.

Phonics and Spelling

- use phonic strategies from EYFS to Year 6 using 'Read Write Inc' and 'Read Write Inc Spelling' documents.
- develop segmenting and blending skills needed for reading and writing.
- understand the rules and convention, the 'why' of spelling rules and patterns and be able to apply these in their own writing.
- apply skills in reading and writing opportunities across the curriculum.
- learn key spellings weekly in Key Stage 2.

3. TEACHING AND LEARNING

At Great Orton, our principal aim is to develop children's knowledge, skills and understanding in English. We do this through a daily lesson that has a high proportion of whole class teaching. During these lessons children experience modelled, then practiced reading and writing, spelling and grammar activities. This could also include cross curricular work. They have the opportunity to experience a wide range of texts and use a range of resources that are age, ability and learning style appropriate to support their work. This includes learning to use dictionaries, thesauruses, developing working walls as well as phonic resources to support spelling and phonic knowledge. Children use ipads in English lessons where it enhances learning.

There are children of differing ability in all classes. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the individual child. We achieve this through a range of strategies including, differentiation through levels of support, outcome and task. We will deploy staff for one to one and small group tuition and intervention opportunities at the point of need and make use of modelled and guided work to lead into independent work.

4. THE FOUNDATION STAGE

We teach English in the EYFS as an integral part of the school's work. The format for the daily lesson is similar to that used in the rest of the school although timings will vary and lessons will build up to more formal teaching time. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the English aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully and to practice and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about and use words and text in a range of situations. Phonic strategies for reading and writing are taught through 'Read Write Inc' every day. This progresses throughout the year.

5. STATUTORY REQUIREMENTS AND PLANNING

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document and in the Communication and Language and Literacy sections of the Early Years Foundation Stage (September 2014).

6. THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision. This policy will be reviewed every three years or in the light of changes to legal requirements.

7. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy. Teachers assess in the short-term to mark children's work each day against their learning objectives. This includes marking and feedback to the child about their learning and progress through the use of individual target setting to scaffold and challenge learning as well as observations within Foundation Stage to lead towards the end assessment of the Foundation Stage profile.

In addition to this, teachers will plan to assess and level one piece of work done independently each half term and phonics assessments will take place every half term. Termly assessments are made against National Curriculum level descriptors for each child. Towards the end of the school year, teachers make assessments to show progress against school and national targets. Teachers set targets for the next school year and these are shared with parents during the Autumn term parents' meetings. Children undertake national tests at the end of Year 1 (Phonics Screening), the end of Year 2 and Year 6.

8. 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. Gifted children will be identified and suitable learning challenges provided.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors including, classroom organisation, teaching materials, teaching style and differentiation, so that we can take some additional or different action to enable the child to learn more effectively. This may include small group intervention on a regular basis or one to one support. Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. We enable children to have access to the full range of activities involved with learning in this area. This includes catering for the needs of children with EAL, assessing and targeting their needs.

Teachers provide help with communication and literacy through

- Using texts that children can read and understand
- Using visual and written materials in different formats
- Using ICT and other technological aids
- Using alternative communication, such as Makaton

High achieving pupils combine rapid progress through the planned work with more demanding work related to topics which have already been encountered. All curriculum materials and resources are designed to encourage pupils to be polite and develop respect towards others, irrespective of gender, race, culture or ability.

9. ROLE OF SUBJECT LEADER

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

Monitoring and evaluating English:-

- pupil progress
- provision of English (including Intervention and Support programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff

The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject. The named governor responsible for English meets at times with the subject leader to review progress.

10. PARENTAL INVOLVEMENT

Parents can support pupils by reading with children and using the Reading Record to communicate progress to the teacher and to encourage the child.

Adopted by The Governing Body on 22/1/24

Chair

Headteacher