

## English Policy

| Policy name         | English Policy  |
|---------------------|-----------------|
| Frequency of review | Bi-annual       |
| Link governor       |                 |
| Reviewed on         | June 2019       |
| Reviewed by         | Governing Board |
| Next review         | June 2021       |

### **Vision Statement**

At Seamer and Irton Community Primary School, we believe that literacy and communication are key life skills. Being literate and having the ability to communicate effectively is at the heart of all children's learning. It enables pupils to examine their own and others' experiences, feelings and ideas, giving them order and meaning. English plays an essential role across our curriculum. Through our English provision, we aim to equip pupils to develop the skills and knowledge that will enable them to communicate effectively and creatively and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety and develop a love of language for life.

### **Planning**

In Reception we follow the communication, language and literacy objectives in The Statutory Framework for the Early Years Foundation Stage (2017).

In Key Stages 1 and 2 we use The National Curriculum for English (2013) as the basis for our English planning.

Age related stages (in EYFS) and year group objectives (KS1 and KS2) are turned into long and medium term plans then broken down further into weekly session plans incorporating reading, writing, speaking and listening and spelling and grammar opportunities. We focus on one or two specific objectives per session. Our planning makes explicit links with the objectives in our school assessment and recording system (Classroom Monitor). We aim to use child friendly terms with the pupils when sharing objectives to enable them to access them fully.

Where possible, we plan for cross curricular opportunities to teach the English curriculum in order to provide a meaningful context for learning, for example using research on the burial of Pompeii during a History topic to write a newspaper report. We use high quality texts in different genres as models for pupils to explore and imitate. We plan for pupils to write for audiences other than the teacher, e.g. peers in other classes, local councillors and authors. Where cross curricular links cannot purposefully be made, we teach discreet English lessons.

### **Teaching & learning style**

We offer our pupils varied learning opportunities in English incorporating drama, Talk 4 Writing methods, wide reading and discussion of texts and the use of moving and still film images. We take opportunities to use ICT to research, plan and present English work. Pupils learn as a class, in groups, pairs and individually. The outdoors is used as a stimulus where appropriate. For example, teachers in Year 1 and 2 regularly plan for English activities to be carried out in the outdoor classroom (e.g. role play storytelling and word and sentence building games on a larger scale).

### **Writing**

Pupils are given many and varied opportunities to write. In the Foundation Stage, on entering Reception pupils are encouraged to make marks and write their names if they cannot already do so. As they become introduced to letter shapes and sounds through phonics session, pupils are encouraged to apply this knowledge to write simple captions and sentences. This early writing is built upon through Key Stage 1 and 2 in line with the National Curriculum. Writing with an English focus takes place in one book and we put high expectations on the children to take care with their writing in all subject areas.

### **Handwriting**

Our separate handwriting policy details our approach in greater detail.

### **Marking & feedback policy**

Our separate marking and feedback policy details our approach in greater detail.

### **Phonics and reading**

We follow the synthetic phonics approach to teaching reading, as outlined in Letters and Sounds. In the Foundation Stage, the Jolly Phonics scheme is used. In Reception and Key Stage One, children have a daily phonics /spelling rules session. Children in Key Stage 2 who are not yet secure up to Phase 6 benefit from an individually tailored programme of support.

In Reception children take part in group guided reading sessions.

Pupils in Key Stage 1 and 2 have weekly guided reading sessions with teachers and/or teaching assistants. There are also daily cross curricular reading experiences and all classes enjoy regular class story times. Pupils choose from colour banded reading books for their personal reading. These colour banded books are a mixture of scheme books (e.g. Bug Club, Songbirds, Project X) and 'real' books.

Each classroom has a book/reading area tailored to the interests of the pupils. Our school library is open each day and all classes enjoy a visit each week, with extra opportunities to use the library during lunch and playtimes.

### **Spelling**

We take an investigative approach to learning spellings where possible. Pupils are taught techniques for learning spellings (for example using mnemonics, splitting into syllables, looking for words within words). Pupils from Year 2 to Year 6 have individual spelling journals in which they have the freedom to practise their current personal and class spellings in the ways they find most useful. Pupils in Key Stage 2 have weekly spelling homework and are encouraged to investigate the rules and patterns in their words and make links between them, in order to better remember them. We aim for the children to learn their spellings in order to use them in their day to day writing, not just for tests.

### **Speaking & listening**

We recognise that without strong speaking and listening skills, pupils find it hard to access any of the curriculum. Therefore we plan for many opportunities for them to practise the skills of speaking and listening within and beyond lessons. Within class, pupils discuss ideas and listen to those of others on a daily basis, they learn and recite poems and take part in debates. All classes benefit from drama sessions with The Stephen Joseph Theatre outreach programme, pupils take part in local debating competitions and work with visiting poets and authors. Pupils are encouraged to share their views and ideas with the School Council, who then represent these views at regular meetings. The school librarian runs a 'Chatterbooks' group, in which several pupils from a year group meet to read and discuss chosen books.

### **Assessment & recording**

EYFS Baseline assessments in communication, language and literacy are carried out in September, to provide a starting point for future analysis.

Teachers carry out short term assessments on a day to day basis, which enables them to adjust their daily teaching plans to support all learners. They make assessments against the objectives set for a session. These assessments are recorded on Classroom Monitor at regular intervals, in order to help track progress and highlight gaps. Teachers make summative assessments in December, March/April and June/July which are used during target setting and pupil progress meetings with the SLT.

As well as statutory testing in Year 1, 2 and 6, the pupils in Years 4, 5 and 6 are assessed through a reading comprehension test (Rising Stars) and the data from these is used to check progress within a cohort and individual progress.

We have created a spelling tracking system, in which pupils are tested on the same set of spellings at four points in the year. The spellings have been chosen from the statutory word lists. Analysis of these test results provides us with progress data about our pupils' ability to learn rules and patterns in individual words.

### **Inclusion**

Pupils are given quality first English teaching within classrooms and provided with the necessary resources and adult support to help them to achieve curriculum objectives. Where necessary, groups of learners are provided with additional support. Examples of this additional support includes Language Links, Talk Boost, Rapid Writing, phonics and reading in small groups and one to one, IDL Cloud, Y6 booster groups.

**Parental Involvement**

Parents are invited into school to attend information meetings and to spend time taking part in English activities in the classrooms with their children. For example, we hold shared reading events and phonics stay and play sessions. Parents are invited to regular class performances throughout the year and to attend events in our school library. Our website keeps parents informed about learning and events related to English within classes.

**Resources**

We use a variety of carefully chosen resources to support our planning and delivery of the English curriculum. Such resources include the Babcock No Nonsense Spelling scheme, Cracking Comprehension, Purple Mash, Oxford Owl, Spellodrome, Phonics Bug, Bug Club and Rapid Phonics. Several of these are online resources for reading, writing and spelling which children can access at home.

**Monitoring**

The English subject leader, along with the SLT, is responsible for the monitoring of standards in pupils' work and the quality of teaching in English. This involves lesson drop ins, books and planning scrutiny and pupil conferencing. The subject leader role involves providing a direction for the subject across the school (in line with the school development plan), supporting colleagues by leading CPD sessions and sharing up to date developments. The subject leader also manages the English budget, ensuring that resources are bought according to current staff and pupil needs.

Signed .....Date .....

(Chair of Governors)