



## **Eastcombe Primary School**

### **ENGLISH Policy**

#### **Intent**

When our children leave Eastcombe Primary School we expect them to be avid readers, children who read fluently and widely and are able to express preferences and opinions about the texts that they read. We want them to read for pleasure, having had access to a wide range of text types, genres and authors in order for them to make informed opinions about their favourites. We want children who write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style. We aim to expose our children to a wide range of vocabulary so that they are able to decipher new words and then use them when speaking both informally and formally. We also aim for our children to apply all of these English skills to all areas of the curriculum.

#### **Aims**

We aim to encourage all pupils to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- be competent in the art of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

#### **National Curriculum 2014**

The National Curriculum clearly states that teaching the English language is an essential role of a Primary School. The English programme of study is based on four areas;

- Spoken language
- Reading
- Writing
- Spelling, grammar and punctuation

The National Curriculum is divided into 3 Key stages; Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## **Planning**

It is the responsibility of the class teacher to plan work for their pupils in the year group(s) that they teach.

Planning is based on

- EYFS Framework
- National Curriculum
- Range of other resources

Medium term plans are prepared for the beginning of each term/half term. Short term (weekly) plans are completed weekly and identifies very specifically the learning objectives, particular groups of pupils to focus on, the roles of the pupils, teachers and LSAs, groupings and differentiation.

English is taught both as a discrete subject and in a cross curricular manner across a range of other subjects. English is at the heart of our curriculum planning so that subject matter from other curriculum areas is available as content or stimulus for speaking, listening, reading and writing. Most curriculum areas will involve some aspects of English, almost all will involve reading.

We plan carefully in the EYFS to ensure that we provide a range of learning activities with opportunities to use a variety of resources for expressing thoughts and feelings, including mark making, drawing, modelling, reading and writing. Opportunities are given daily to share and enjoy a range of fiction and non-fiction books, rhymes, poems, songs and stories. A wide variety of writing is modelled and guided in order for children to be encouraged to develop their own literacy skills as well as their confidence.

The teaching of phonics is delivered daily, using the DfE approved Twinkl program.

## **Approach/Teaching and Learning**

The National Curriculum, gives detailed guidance of what should be taught at each key stage under the following headings;

### **Spoken Language**

#### **Reading**

- Word Reading
- Comprehension

## **Writing**

- Transcription
- Handwriting and Presentation
- Composition
- Grammar and Punctuation

At Eastcombe Primary School we use a variety of teaching and learning styles in English lessons. 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 and group teaching where each teacher has the autonomy to choose their approach. Children have the opportunity to experience a wide range of texts and use a range of resources to support their work. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum. ICT is also used where it enhances, extends and complements literacy teaching and learning. In addition all children in the Early Years Foundation Stage and Key Stage One have a daily phonics session.

Pupils have access to a wide range of writing opportunities that include:

- shared writing
- guided writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- collaborative writing
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting
- using ICT

The National Curriculum for English also reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write.

## **Grammar**

Grammar is taught within English sessions using a variety of strategies and resources. All children must be taught the grammatical terminology for their year group (or according to their ability).

## **Spelling in EYFS**

Spelling in EYFS should be interwoven into Phonics and English sessions with a focus on phonetic spelling and the spelling of tricky words.

## **Spelling in KS1**

Spelling in KS1 is to be focused on common exception words and the KS1 spelling rules using the Twinkl Phonics Scheme.

## **Spelling in KS2**

Spelling in KS2 are taken from the National Curriculum statutory word lists for each year group. It must be stressed that spellings should be based on prior attainment, ability and phonological need and children's learning should be tested regularly to ensure that spellings are fit for purpose.

We use 'No Nonsense Spelling' throughout KS2.

## **Handwriting**

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and joined handwriting style. A mixture of whole class, small group and individual teaching is planned for and delivered. Handwriting runs alongside the teaching of phonemes in the EYFS and Key Stage 1. In Key Stage 2 handwriting focusses upon spelling patterns and individual joins that specific children need to focus upon.

It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style at all times i.e. when writing on the board or in children's books.

The school introduces cursive handwriting in Year 1, joining by Key Stage 2. By the end of key stage 2, all children should be displaying an efficient, quick, neat and legible cursive handwriting style that is effective in recording their ideas.

## **Inclusion**

All children receive quality English teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils (My Plan) are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor progress of these pupils.

There will be a third wave of support for pupils who are placed on My Plan + or ECHP's that will be additional and different.

The needs of children with English as an additional language will be met through planning and support from outside agencies/resources where appropriate.

## **Assessment, Recording and Reporting**

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Marking is in line with the school marking and feedback policy.

The teacher keeps records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of pupils.

### **Staff Development**

Teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or online.

Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Development Plan. The English Subject Leader will arrange for relevant advice and information, such as feedback from courses or newsletters, to be disseminated. Where necessary, the English Subject Leader leads or organises school based training. Any additional adults who are involved with intervention programmes will receive appropriate training that may be school based or part of central training.

### **Monitoring and Evaluation**

The Head teacher, the English Subject Leader and teachers, monitor English. Having identified priorities, the Head Teacher and English Subject Leader construct an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.