



Shardlow Primary School



English Policy

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Part of Willows Academy Trust

Aspire, Achieve, Thrive

Version Control

Version	Date	Author	Changes
V1.2	11.03.19	H Quin	Whole school changes to the teaching of phonics and reading as outlined in the 'Reading' and 'Spelling, punctuation and grammar' sections. Improved layout and formatting.
V1.3	10.03.21	H Quin/A Wragg	The inclusion of techniques from The Writing Revolution added in the writing section. The use of Spelling Shed (online program) used to encourage children to practise their spellings. Inclusion of the 'Phonics' section of the policy. Addition of 'sight words' in home-school liaison. Update of EYFS and KS1 reading scheme and Oxford Reading Buddy. Addition of Share a Story.

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AIMS

At Shardlow Primary School, we strive for excellence in English achievement throughout the school. We hope to develop children's abilities within a cross curricular program of Reading, Writing and Speaking & Listening. Across all classes, pupils are given opportunities to develop their knowledge, understanding and use of spoken and written English, within a balanced and exciting curriculum. There are lots of opportunities for children to consolidate and reinforce taught English skills and to apply them in a range of contexts. Children at Shardlow Primary school will;

- Learn how to read and write with fluency, understanding and confidence, developing a range of independent strategies to take responsibility for their own learning
- Be encouraged to develop a love of reading and to read for enjoyment
- Develop their ever-growing vocabulary, through an interest in words and their meanings
- Experience a range of text/media types and genres, across a range of contexts, to develop their understanding
- Learn to write in a variety of styles and be able to apply characteristic features of texts to their own writing
- Develop a technical vocabulary with understanding of grammatical terminology
- Learn how to apply grammatical terminology in their own writing
- Have the opportunity to write for pleasure; to explore and develop their own ideas

Most importantly, children will have the opportunity to develop their creativity and imagination.

To ensure progression we follow the aims and objectives of the 2014 National Curriculum for English.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2013) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2012).

CURRICULUM STRUCTURE

Speaking and Listening

Pupils learn to speak confidently in English and listen to what others have to say. As they continue through the key stages, they learn to change the way that they speak in a range of contexts, adapting what they say and how they say it to the purpose and to the audience. We aim:

- To provide a stimulating environment in which language and non-verbal communication can be encouraged across the curriculum
- To enable all children to become confident in using and understanding the varieties of language available to them and the appropriateness for particular purpose and content
- To enable children to use vocabulary and grammar of Standard English
- To create an atmosphere in which children feel confident and secure enough to express their thoughts, feelings and emotions
- To become active listeners
- To be able to use talk partners to generate ideas
- To participate in a range of drama activities to stimulate writing

Speaking and listening is largely built into English lessons but is also a vital part of other subjects such as geography, history and RE. Structured play at the Early Years Foundation Stage and at key stage 1 is planned to provide a context for talk. Drama opportunities also give children the chance to practice a range of language in different situations, and children are also expected to participate in class assemblies and productions throughout the school year. Some of the resources available to enhance speaking and listening learning include role-play corners, workshops, costumes/artefacts and the Pie Corbett Talk for Writing materials.

Reading

At Shardlow Primary School, we recognise the importance of reading and stress its importance as a fundamental part of the curriculum and learning development of each child. Our aims are:

- To provide a stimulating reading environment in which books are valued and the enjoyment and purposes of reading celebrated
- To teach all children to read with fluency, understanding and pleasure
- To teach children the skills to enable them to read independently a wide range of texts, both fiction and non-fiction, and for a variety of purposes.
- To encourage sharing of reading and discussion of a variety of texts
- To build on pupil's prior knowledge and experience of English

We teach a carefully structured reading programme from Reception to Year 6. This ensures progression from the earliest sharing of books and texts through the structured teaching of word decoding skills, to the higher reading skills such as comprehension and appreciation of word choices and authors' styles. Reading strategies are modelled daily by teachers and other additional adults, and children have the opportunity to develop these and discuss texts in detail.

Children are heard on a 1:1 basis throughout the week and this is additionally supported in small group reading sessions. In other year groups, guided reading sessions happen weekly, with 1:1 sessions as extra where deemed necessary. A shorter phonics/reading lesson is also timetabled in five days per week in KS1 and three days per week in KS2.

Children all have an organiser where they record the books they are reading and it is expected that they will be heard at least 3 times a week at home, completing up to 20 minutes per day of independent reading in KS2.

Children in EYFS and KS1 have books which are matched to their phonic ability. These books are separated into coloured bands and are fully decodable. These books are based on the Oxford Reading Tree scheme and include series such as 'Word Sparks' 'Floppy's Phonics' and 'Project X'. Children in Reception, Year 1 and Year 2 also access 'Oxford Reading Buddy' at home and at school – an online tool to support reading and comprehension skills. The main scheme in KS2 used to teach reading is the Accelerated Reader programme, but this is supplemented by games, audio resources, visits from authors and we also hold an annual book fair.

As a school, we recognise the value of reading aloud to children to model appropriate use of story language and reading with expression. We want to enthuse them with a love of books and inspire them as writers. During their time in school they will be read to on a regular basis via their class reading book, and also celebrate events such as World Book Day. To encourage a love of reading at

home we have the 'Share a Story' scheme in Reception and Year 1 – children take home a quality text to share at home where they can discuss the book, their likes and dislikes and curiosities about the stories. Share a Story books are changed on a weekly basis.

Phonics

At Shardlow, Phonics is taught daily in Reception and Key Stage 1. Children in Key Stage 2 receive phonic teaching where needed. We have our own planned and resourced scheme based on the principles of the Read Write Inc programme. Children are split into groups for Phonics and are taught in this group which is specific to their needs based on teacher assessments.

Teachers assess the children's phonic knowledge through a half-termly Read Write Inc assessment and mock Phonics Screening Check materials in Year 1. Teachers can also assess phonic knowledge in daily lessons and through 1:1 reading.

Writing

At Shardlow, our aim is to give children the skills to become independent and effective writers, confident in their ability to choose form and style appropriate to a wide range of purposes and audiences. We aim to:

- Enable children to write in order to communicate meaning from a very early age.
- Develop in children an understanding that their writing needs to be structured so that it is coherent.
- Develop an understanding that writing is essential to thinking and learning and is enjoyable in its own right.
- Help children to understand that correct grammar and punctuation will make writing clearer to the reader.
- Develop a wide vocabulary so that children are able to express their ideas in a variety of forms and can engage the reader.
- Help children reflect on and effectively evaluate the success of their own writing.

Specific English lessons are timetabled for four days per week but opportunities to write for different audiences and purposes are embedded across the curriculum in other subjects. Throughout the school, teachers are flexible in their selection of teaching models for English. Across the year groups, Pie Corbett's Talk for Writing allows children to develop their story language and learn how to structure

stories so that the meaning is clear. The use of techniques from the Writing Revolution help children build and sequence sentences clearly. Story maps provide children with invaluable opportunities to express their own ideas and develop their own characters and plots.

Independent writing is encouraged from Reception, and opportunities are given for a wide variety of writing and for a range of audiences, both in English and in cross curricular work. Children are taught to use the features of layout and presentation, and to plan and draft writing from the early years onwards. They are given opportunities to discuss, assemble and develop ideas orally, on screen and on paper and to share their writing with children of different ages. Opportunities are given for individual, buddy, collaborative and guided writing.

We have recently updated our long-term planning for English to ensure it covers the range of text types set out in the National Curriculum (2013), ensuring a breadth of coverage. We currently have an on-going curriculum mapping system and our units of work are built from this, linking closely to our topic work where possible to provide cross-curricular learning opportunities.

We recognise the importance of Computing/Technology in developing English skills. All children are given the opportunity to use word processing skills, to draft and to produce writing. They may also use ICT to research writing and plan before writing.

We currently hold weekly sessions to help children develop fluent, clear and legible handwriting. We also value neatly presented work with awards in our SPIRIT assembly – *please refer to our handwriting and presentation policy for more details.*

Spelling, punctuation and grammar

To be able to use the correct spellings, punctuation and grammar within writing are essential life skills. When these skills become automatic, pupils are able to concentrate on the content of their writing and the making of meaning. We aim:

- To help children to use their knowledge of phonemes and graphemes in order to competently segment words for spelling and blend for writing.
- To enable children to develop multi-sensory strategies in order to spell correctly
- To teach spelling rules and be able to compare spelling rules with those of other languages

- To help children understand how the English spelling system works and how our history has influenced our spelling
- To help children appreciate that spelling is an important aspect of writing
- To help children to self-check for accuracy by using a range of tools and strategies
- For children to recognise the fundamentals of English grammar.
- For children to apply these in their own written work.
- To teach grammar rules and understanding of different aspects of English punctuation.
- For children to be able to self-check their own work and correct their own errors.

There are twice weekly spelling timetabled sessions, and a specific grammar lesson once a week. This is ability grouped, sometimes across year groups, to support and challenge. The Phonics scheme (see above) is used as a basis for pupils in the Early Years and KS1. For the older children further more advanced spellings are taught as detailed in the National Curriculum 2014. This is supported by the use of the Twinkl spelling schemes of work.

As a whole school, we use “look, cover, write, check.” Children are encouraged to look at a word, take a photograph of it in their minds and write it down from memory and then check it. This self-checking is an important process for children to learn. The homework is given and learnt on this basis. Children are also taught to look for common letter patterns, and are encouraged from an early stage of writing to develop strategies for spelling. Words connected to the class topic may be displayed around the room or on topic cards and children have access to suitable age appropriate dictionaries and thesauruses within class. Word mats may be used to reinforce writing. We also use the computer based program ‘Spelling Shed’ to encourage children to practise their words daily online.

Weekly spelling tests of words with common letter patterns will be done with children in Reception, Year 1 and Year 2 as appropriate. Years 3, 4, 5, 6, will have weekly tests based on the week’s learning. Words from the National Curriculum are included in the lists. There is an element for children to find their own words based on following the rules.

In the teaching of grammar and punctuation, objectives are selected from the school “Grammar ladder” and then taught, in both phonics sessions and English lessons. Skills are broken up by year group according to complexity, and children are then taught to use these skills in their written work and discuss their use in grammatical work.

MARKING

Work is marked in a variety of ways across the English curriculum, including both oral and written feedback for children. The teacher may use a variety of marking criteria depending on the focus and learning objective in line with the marking policy. Photographs can also be used to provide evidence, and teachers provide annotations within children's book with notes as to what the child had been doing and next steps in learning. Children are given the time to respond to their marking comments.

Please refer to the school's Marking and Feedback Policy for further details.

ASSESSMENT

Informal assessment and monitoring are ongoing and form a vital part of future teaching. Teachers keep individual records for all subjects across the English curriculum, and formal assessment is carried out and recorded on the whole school system termly. The results from the tests are used to monitor the progress made. At the end of each year, the class teacher will provide a level based on the attainment of the pupil in that year. This will be subject to internal, and possibly external, moderation.

Please refer to the assessment and reporting policy for more details.

MONITORING

The quality of English provision secured by this policy will be monitored, evaluated and resourced. The Headteacher and English Leads will monitor effectiveness of the English programme of study through lesson observations, book audits, staff questionnaires and children interviews where appropriate. The Governing Body will monitor the outcomes of the English Policy.

Any underperformance will be addressed in a timely manner, whether it has come to light through the monitoring procedures outlined in this policy or as a result of other quality assurance mechanisms.

INCLUSION IN ENGLISH

The needs of all children are considered carefully when planning and teaching English at Shardlow Primary School. We want children to reach their full potential. Where necessary, teachers identify which children are not making progress and take steps to improve their progress and attainment in English, usually in liaison with the SENCO. This may involve the use of targeted intervention. More able and talented children are identified and suitable learning challenges are provided.

EQUAL OPPORTUNITIES

At Shardlow Primary School we have high expectations for every child, whatever their background, ability or circumstances. We know that children learn best when they are healthy, safe and engaged. In order to engage all children, cultural diversity is celebrated. Our English curriculum includes a wide range of texts and other resources which represent a variety of cultures and backgrounds. We value what each individual child brings to our school. Shardlow Primary School is committed to equality of opportunity, and to promoting an ethos of dignity, courtesy and respect throughout the organisation.

For further information, please refer to the Shardlow Primary School Combined Equalities policy.

HOME-SCHOOL LIASION

Support from parents to help children reach their learning potential is invaluable. We hope to involve parents as much as possible in school life, and thus in the development of children's skills, knowledge and understanding in English.

Reading

Children take a book bag home and are expected to read at least three times a week with parents. Parents are invited to write comments in the reading diary. The books they are reading can be recorded in their organiser, and the level they are working at is recorded in the back of the book. Parents are welcome to come into school to hear readers once they are DBS checked.

Spellings

Children in key stage 2 are given spellings to learn each week. These should reflect the spelling pattern or rule which is being taught at the time or could be a revision of the common exception

words as detailed in the National Curriculum. Parents are encouraged to help their child learn spellings sent home and are made aware of approaches used in school.

Online Learning

All pupils in Key Stage 2 are given 2 pieces of online learning to complete each week. As a school we use IXL.com and children are given a login to access their personal accounts. The tasks should consist of one Maths related task and one English related task. The tasks should be an opportunity for pupils to practise learning that is happening in class that week and or revision from prior learning. Children have access to the online learning platform 'Spelling Shed' to help them practise their spellings.

Sight Words

Children in Reception and Key Stage One are sent home with a strip of sight words to practice weekly. These words come from the 100 High Frequency Reception Word List and the Year 1 and Year 2 Common Exception Words.

ROLE OF SUBJECT LEADER

The subject leader is responsible for maintaining/improving the standards of teaching and learning in English by:

- Monitoring and evaluating English; pupil progress, planning, marking & feedback, curriculum coverage, teaching, role of teaching assistants, English provision
- Taking the lead in policy development
- Auditing and supporting colleagues in CPD
- Purchasing/organising resources
- Keeping up to date with developments in English

REVIEW OF THE POLICY

The Governing Body will review the English Policy every other academic year at the Children and Learning committee meeting. Following the monitoring and evaluation processes set out in the

previous section, the English Policy will be revised as required to ensure that it is effective. The English Policy will be revised by the English Lead to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.