



Edgar Stammers
Primary Academy

English Policy

September 2018

AIMS

At Edgar Stammers Primary Academy, we strive for excellence in English achievement throughout the school. We hope to develop children's abilities within a cross curricular programme 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 Edgar Stammers Primary Academy 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 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.

Statutory Requirements

Statutory requirements for the teaching and learning of English are set out in the National Curriculum in England and in the Early Years Foundation Stage Curriculum.

The aim for English in the National Curriculum is to promote high standards of language and literacy by allowing children to develop a strong command of the spoken and written word, and to develop their love of literature.

From EYFS to Year 6, the national curriculum for English aims to ensure that all children:

- 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
- appreciate our rich and varied literary heritage
- 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
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

EYFS

In EYFS children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate.

Key Stage 1 (Year 1 & Year 2)

In Key Stage 1, children learn to speak confidently and listen to what others have to say. They learn to read and write independently, at length. They use language to explore their own experiences and imaginary worlds.

Key Stage 2 (Years 3 – 6)

In Key Stage 2, children learn to change the way they speak and/or write to fit different situations, purposes and audiences. They encounter a range of fiction, non-fiction and poetry. They explore the use of language in literary and non-literary texts and learn how the structure of language works. Children in Key Stage 2 develop their knowledge and understanding of grammatical terminology.

Subject Organisation

EYFS

In EYFS, children have daily Read, Write, Inc (RWI) lessons in preparation for early reading and writing. A wide range of exciting Learning Labs provide children with opportunities to develop their communication, language and literacy skills on a daily basis with a focus on child initiated activities. As well as a Writing Area, which provides children with a range of materials with which to experiment and practice mark marking/letter formation (and eventually to practice taught skills), other Labs are enhanced to provide children with the opportunity to read and write in a range of contexts. A range of resources in the outdoor area provide valuable opportunities to engage children in writing for pleasure. They also have access to a vast range of texts, including fiction and nonfiction. Children enjoy daily 'story time' so they become familiar with stories and authors and begin to develop a love of reading.

Adult led activities in EYFS are usually linked to stories, poems or nursery rhymes or to cross curricular Topics. From when they start school, children learn that writing can have a range of purposes and they begin to explore the features of different types of writing. The six non-fiction text types are taught from Nursery to ensure progression and consistency throughout all key stages. They are: recounts, instructional texts, explanation texts, balanced discussions, non-chronological reports and persuasive texts.

Key Stage 1 (Year 1 & Year 2)

In Year 1, Read, Write, Inc lessons are continued and are taught in groups according to individual ability. Lessons are based around a text, which enables children to practise reading taught graphemes and high frequency words. RWI skills books are used in conjunction, whereby the children are taught explicit writing skills: learn a grapheme; learn high frequency words; hold a sentence and then write a sentence, applying what has been taught. Spellings, punctuation and grammar are also taught and practised during this process. The children are exposed to extra writing opportunities across the curriculum and writing to a high quality text in the afternoon. Children have 1:1 reading sessions as well as guided reading and are encouraged to develop a love for reading through daily story time. Handwriting is taught three times a week.

In Year 2, children receive a daily spelling lesson and daily English lessons with planned learning objectives and steps to success. Phonics is revised twice a week. Lessons are based around a high quality text, which lead to extended writing outcomes. Grammar for writing is planned around genres the children will study and is always taught to enable application to writing. Talk for Writing is fully embedded. Handwriting is taught three times a week.

Writing skills are developed across the curriculum and children are given lots of opportunities for cross curricular writing. This may be linked to Topic (the Great Fire of London, Polar Explorers, etc) or other curriculum areas such as R.E or Science. The six non-fiction text types are taught from Nursery to ensure progression and consistency throughout all key stages. They are: recounts, instructional texts, explanation texts, balanced discussions, non-chronological reports and persuasive texts. Once a text type has been taught and practised, cross-curricular writing opportunities are planned so that children can apply to different contexts.

Children have 1:1 reading sessions as well as guided reading and are encouraged to develop a love for reading through daily story time. Weekly 'book talk' sessions ensure that children talk about books and read aloud.

Key Stage 2 (Years 3 – 6)

In Key Stage 2, first and foremost, children have English lessons in which they focus on writing outcomes based on high quality texts and a range of text types. These may be linked to Topic themes or to a book or poem. During Key Stage 2, children can expect to tackle a range of writing tasks, including (but not limited to):

- Stories (including a variety of genres such as myths & legends, adventure, mystery & suspense)
- Letters

- Play scripts
- Biographies
- Recounts
- Instructions
- Glossaries
- Explanations
- Debates
- Haikus
- Poems

Children will also learn to write in a range of styles, including;

- Writing persuasively
- Writing in a journalistic style
- Writing formally/informally
- Writing arguments

English, grammar, punctuation and spellings are taught discreetly in daily sessions. Teachers use Rising Stars spelling programme to plan and teach spelling rules on the KS2 programmes of study. Talk for Writing is embedded.

In Key Stage 2, children continue to have a range of opportunities for cross curricular writing. English skills are developed across the curriculum so children can apply what they know in a variety of contexts. The six non-fiction text types are taught from Nursery to ensure progression and consistency throughout all key stages. They are: recounts, instructional texts, explanation texts, balanced discussions, non-chronological reports and persuasive texts. Once a text type has been taught and practised, cross-curricular writing opportunities are planned so that children can apply to different contexts.

Whole school text-based units (Nursery to Y6) are planned every term to provide enjoyable writing opportunities which engage, enthuse and motivate children to produce good quality writing and take part in a whole school shared experience.

Approaches to Reading

There are many and varied opportunities for the teaching of reading skills, both explicitly in English related sessions and across the full curriculum. These include:

- The teaching of phonics (RWI)
- Basic sight vocabulary
- Bug Club
- The teaching of reading in KS1 (in set groups) and KS2
- Shared reading within other curriculum areas
- Reading to the children, modelling appropriate reading skills
- Every class being read to by their teacher EVERY DAY; this will be a single story or longer text read over time
- Teaching age appropriate skills to be able to read for both comprehension and inference

EYFS and Year 1 follow RWI for their guided reading. Y2 read a mixture of Project X, Rigby Star and Badger Learning. KS2 follow Bug Club Comprehension. Reading strategies are modelled daily by teachers and children have the opportunity to develop these and discuss texts in detail.

Children have the opportunity to read 1:1 with an adult at least once per week. Pupil Premium, greater depth children and children who read less frequently at home, read more often in school. As children move through school (or become more able readers), opportunities for sustained independent reading are provided.

In EYFS and KS1, children take home a reading book daily to be shared with parents. Each child keeps a 'Reading Record' in which parents and teachers share information about a child's reading. Parents are encouraged to read with children as often as possible, **at least three times a week**, and information is provided by teachers at the start of each school year to ensure parents know how best to support their child in reading. Children take home bookmarks, which provide parents with a range of questions to ask their child at different parts of the text. The school has a variety of reading scheme books that are classified using 'book banding' guidelines. Children move progressively through the levels within the guidelines (as required) until they become 'free readers'.

In KS2, children have more responsibility for selecting books to take home and read. The expectation is that children are able to read independently by this Key Stage. Children in KS2 who do not meet national expectations for their age may continue to read with a teacher or adult frequently, or intervention is put in place to support their reading. Although children in KS2 are likely to read without a parent/carer, we still encourage all readers to share books at home with their family as we want children to develop a lifelong love of reading.

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. Children have the opportunity to participate in lots of exciting and rewarding activities linked to reading, including:

- World Book Day celebrations – dressing up, activities linked to favourite stories
- Roald Dahl Day celebrations – as above

Reading assessment

EYFS and Year 1 follow RWI guidelines for assessment, as well as school's assessment process (skills ladders). Year 2 to Year 6 follow school's assessment process, using skills ladders for a selection of children. KS1 also use Bug Club and Salford to assess reading. KS2 also use Salford, Hodder and Testbase.

Approaches to Writing

Our aim at Edgar Stammers Primary Academy is to develop children's ability to produce well-structured writing with appropriate detail, in which the meaning is clear and the

interest of the reader is engaged. Our approach to writing aims to instil the importance of transcription and composition, as required in the National Curriculum (2014).

Throughout the school, teachers are flexible in their selection of teaching models for English. In EYFS & KS1, 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. Story maps provide children with invaluable opportunities to express their own ideas and develop their own characters and plots. Children in all Key Stages are given opportunities to write in a range of contexts, for a variety of purposes, and have regular opportunities to write at length in extended independent writing sessions. Our long term planning for English covers the range of text types set out in the National Curriculum (2014), ensuring a breadth of coverage.

Handwriting

As a school, we use the PenPals Handwriting scheme in EYFS and then Letterjoin to help children develop fluent, clear and legible handwriting. In late KS1/early KS2, children will begin to join their writing. The teaching of handwriting is planned across school, with EYFS practising daily, KS1 daily or at least three times a week and twice a week in KS2. Children are expected to apply their neat cursive handwriting to all of their writing across the curriculum. Gold stars are used to reward application. Children earn their pen license when they write clearly, legibly and with correct letter heights, sizes and joins.

Planning formats

The school uses the New English National Curriculum for long term planning to support staff in planning, delivering and assessing the learning and teaching of English. Teachers use flipcharts to create a 'learning journey' to use with the children. The flipcharts include the date, learning objective and steps to success.

Approaches to Speaking & Listening

Speaking and listening are fundamental to good communication for us all, and are independent of ability in reading and writing. We recognise the importance of being aware of skills children have already acquired in order to build on this foundation. From entry in EYFS, children are given opportunities to develop and learn new skills in formal and informal settings, both in and outside of the classroom.

Children are encouraged to speak clearly and listen carefully, and both speaking and listening are stimulated in a range of ways, including;

- Listening to and responding to stories, rhymes, poems, songs and games from various cultures
- Responding to visual and aural stimuli, such as pictures, paintings, radio or film clips
- Discussing and expressing opinions
- Giving and receiving instructions or information
- Using talk partners in **all** curriculum areas
- Describing/recounting events
- Storytelling and reading aloud

- Reciting lines, songs or poems learned by heart in school plays or presentations
- Imaginative play (not just in EYFS) for example, roleplay, use of puppets or drama
- Circle time
- Assemblies
- Debates (KS2)

Any child thought to require the support of a Speech & Language therapist is referred in accordance with our SEND policy.

Cross-Curricular Opportunities

Teachers plan carefully for children to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Because of this, children from EYFS to Year 6 are provided with outstanding opportunities for cross curricular writing. Each class has a new Topic each term, focusing on History or Geography.

These topics allow children to write for a range of purposes, in a variety of contexts.. We believe that providing these cross curricular opportunities helps children to develop a love of writing, as well as instilling in them that all writing has a purpose.

Within lessons across the curriculum, it is also necessary to incorporate the good practice seen in English lessons as follows:

- Having high expectations of children's handwriting
- Identifying, highlighting and correcting the poor use of punctuation, such as capital letters and full stops
- Using speaking frames and modelling good speaking to encourage the children to respond appropriately in full sentences

Assessment and Target Setting

Formative and summative assessments are carried out regularly to ensure that the teaching of Reading and Writing is focused on children's needs.

In Y1, children take a statutory Phonics Test to test their decoding skills. In Years 2 and 6, children will take statutory assessments in Reading and Spelling, Punctuation and Grammar. In all other years, children take termly formal assessments in Reading, Spelling, Punctuation and Grammar. Short term writing targets are provided through verbal/peer or written feedback. Long term layered targets are provided to the children.

For more information please see **Assessment Policy**.

Inclusion in English

The needs of all children are considered carefully when planning and teaching English at Edgar Stammers Primary Academy. 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. More able and talented children are identified and suitable learning challenges are provided.

Equal Opportunities

At Edgar Stammers Primary Academy, 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.

Role of the Subject Leader

Our subject leader for English is Mrs Taylor. 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

Parental Involvement

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. Parents/carers have the opportunity to meet with their child's class teacher at least twice a year as Teacher Consultation Meetings. They receive an end of year report at the end of the summer term. Information about their child's standards, achievements and future targets in English is shared at these times and also ways that parents/carers may be able to assist with their child's learning. Parents/carers are encouraged to assist children with their homework and home reading and to attend Teacher Consultation Meetings. Parents/carers are invited in every half term to read in class with their children.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)