



**CHRISTIAN MALFORD**  
Church of England Primary School

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Challenge Motivate Succeed



# **CHRISTIAN MALFORD, SEAGRY AND SOMERFORDS' WALTER POWELL PRIMARY SCHOOLS**

## **English Policy**

**Approved by: Joint Local Board**

**Adopted: 10 July 2017**

**Due for review: July 2020**

## 1. AIMS

Considering our core values, we aim for excellence in English achievement throughout the school. We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

Pupils will leave Year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning including self-monitoring and correcting their own errors;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in relation to grammatical terminology;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing creativity, imagination, inventiveness and critical awareness;
- having a suitable technical vocabulary to respectfully articulate their responses in any discussion.

## 2. 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 (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2012).

**In the Foundation Stage (Reception)** pupils 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.

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

**At Key Stage 2 (Years 3-6)** pupils learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

**The Local Board**, (in particular the Literacy Governor), receives regular reports on the progress of English provision and often visits classes to keep abreast of classroom practice.

### **3. SUBJECT ORGANISATION**

#### **Foundation Stage**

In Reception pupils have daily discrete phonics lessons. Pupils have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.

#### **Key Stage 1**

In Key Stage 1 daily discrete phonics lessons continue and are taught in ability groups, while pupils have daily mixed ability Literacy lessons with an emphasis on real texts. Pupils take part in both group and individual reading sessions and have regular story times to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for pupils who require extra support through intervention programmes, differentiated class teaching and targeted teaching groups in Literacy and reading comprehension sessions.

#### **Key Stage 2**

In Key Stage 2 pupils have daily Literacy lessons. Spelling and grammar skills are initially taught discretely before being embedded within literacy lessons. Additional Literacy sessions include guided reading, spelling, grammar, handwriting (refer to Handwriting Policy) and daily reading aloud of a class novel. Literacy skills are developed across the curriculum. Provision is made for pupils who require extra support through targeted teaching, intervention programmes and differentiated class teaching.

### **4. APPROACHES TO SPEAKING AND LISTENING**

We recognise the importance of spoken language in pupils' development across the whole curriculum - spoken language underpins the development of reading and writing. Pupils are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include: celebration assembly, talk partners, drama, nativity and productions.

All of these speaking and listening skills are taught in Literacy, across the curriculum and during extra-curricular activities too.

### **5. APPROACHES TO READING**

We use the Jolly Phonics programme to deliver daily discreet phonics lessons in Reception and Key Stage 1, enabling pupils to decode efficiently. This is continued into Key Stage 2 where necessary, with interventions being used in upper Key Stage 2. Teachers model reading strategies during shared reading sessions, whilst pupils have the opportunity to develop reading strategies and to discuss texts in detail during group reading sessions. In Key Stage 1 pupils also have the opportunity to read 1:1 with an adult at least once a week. As the pupils move through the school, opportunities to read independently for a sustained period of time are afforded to them.

A range of reading schemes are used to support early readers as well as book banded 'real books' used for guided reading. Teaching assistants and volunteers support reading activities to ensure that pupils have more frequent opportunities to read with adults.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books such as World Book Day and the Summer Reading challenge.

Pupils in Reception take home a book every day to be shared with parents, as well as banded books to read to their parents.

In Key Stage 1 pupils take home a book from a reading scheme. In addition to this, pupils have the opportunity to choose a book from the class library. Each child has a reading folder and a home school reading record that teachers and parents can use to share information about a pupil's reading. Parents are encouraged to read with their child daily. Information is given on how to support their child in reading at phonics workshops, phase meetings and also in curriculum letters.

In Key Stage 2 pupils choose books to take home and read. We also have a selection of banded books in each book corner to support appropriate text choices. Those pupils still learning to read have access to the banded books until they become a 'free reader'. We still encourage all readers to share a book at home with adults. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Throughout the Key Stage, pupils become more independent in recording what they have read in their reading journals.

We recognise the value of adults (both in school and at home) reading aloud to pupils, in order to improve their grasp of story language, expression and intonation and to enthuse them with a love of books and inspire them as writers.

## **6. APPROACHES TO WRITING**

We aim to develop the pupils' ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Our approach to teaching writing covers the 'transcription' and 'composition' requirements of The National Curriculum (2014). To support our teaching of writing, staff refer to Ros Wilson and Pie Corbett's strategies. Teachers are flexible in their selection of these Literacy experts' strategies to suit the needs of the pupils and text type being taught.

Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Supported writing sessions are used to target specific needs of both groups and individuals, whilst pupils have opportunities to write at length in extended independent writing sessions at the end of each unit entitled 'Superwrite'. Pupils also complete a 'Quick write' each week. In this time they have ten minutes to write about a given subject using different genre styles. Quick writes are celebrated weekly in our 'Celebration Assembly' highlighting the power of writing.

Pupils are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. The text types which are required to be covered by The National Curriculum (2014) are outlined in our long term plans for each year group to ensure that there is a breadth of coverage. They may be asked to produce their writing on their own or as part of group.

We recognise the important role that computing has to play in our schools in the development of Literacy skills. There are many opportunities for pupils to improve their writing inspired by drama techniques and film clips. Pupils will also be given the opportunity to produce multimodal texts and develop their understanding of visual literacy. Interactive technology is used on a daily basis to enhance the teaching of literacy.

We use the Nelson Handwriting Scheme in school to help pupils develop fluent, clear and legible joined up writing.

## **7. APPROACHES TO GRAMMAR AND SPELLING**

The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum (2014). Grammar is timetabled to be taught discretely once a week in both key stages. Of course, grammar skills are also embedded within Literacy lessons where appropriate. The Jolly Grammar scheme is used as a guideline.

To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's self-image. We aim to use explicit, interactive teaching which draws pupils' attention to the origins, structure and meaning of words and their parts, the shape and sound of words, the letter patterns within them and the various ways they can learn these patterns.

In Reception and Key Stage 1, daily phonics is the key to the pupils' learning of spelling. This is taught using the Jolly Phonics programme. Pupils are taught to blend sounds to read and segment to spell. At the same time they learn words which are not phonetically regular (common exception words).

From year two and into Key Stage 2 the pupils move towards using their phonic knowledge to help them to understand spelling rules and patterns. We teach pupils to use their growing understanding of the morphology and etymology of words to support their spelling. Helping the pupils to understand how to use and apply known spelling patterns (and to develop strategies to tackle tricky words) is the key to helping them to become successful spellers. The 'Jolly Spelling' scheme of spelling resources is used as a basis for our teaching of spelling.

When writing independently, pupils should be concentrating on higher order thinking skills and are encouraged to 'have a go' at spelling words and when appropriate, to use dictionaries effectively. When marking pupils' work, we do not correct all spelling errors, instead we focus on high frequency words, topic words, common exception words and those studied in spelling sessions.

Following the introduction of new spelling patterns, pupils are assessed on a weekly basis and then again at the end of each term. Grammar is assessed on a termly basis.

## **8. CROSS-CURRICULAR LITERACY OPPORTUNITIES**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practice and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

## **9. ASSESSMENT AND TARGET SETTING**

Reading, Writing, Grammar, Punctuation and Spelling will all be assessed in line with the Assessment Policy.

## **10. INCLUSION**

We aim to provide for all pupils 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 in liaison with the SENCo.

Gifted pupils will be identified in consultation with the Leadership Team and suitable learning challenges will be provided.

## **11. EQUAL OPPORTUNITIES**

We have universal ambitions for every child, whatever their background or circumstances. Pupils learn and thrive when they are healthy, safe and engaged. In order to engage all pupils, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our pupils. We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

## **12. ROLE OF SUBJECT LEADER**

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

- monitoring and evaluating Literacy
  - pupils' progress
  - marking and planning
  - curriculum coverage
  - provision of Literacy
  - the quality of the Learning Environment,
- taking the lead in policy development,
- auditing and supporting colleagues in their Continuing Professional Development (CPD),
- keeping up to date with recent Literacy developments.

## **13. PARENTAL INVOLVEMENT**

We aim to involve parents directly in the life of the school, and thus in the development of pupils' skills, knowledge and understanding in English. Parents are involved in hearing pupils read, and are encouraged to discuss books with them. There are opportunities each term when parents can discuss their pupils' progress with their teacher. Termly curriculum letters provide information about the English curriculum and how parents can support their pupils. They also emphasize the importance of reading. Parents are encouraged to read both with and to their children at home in order to promote reading. Parents are welcomed into school to support reading in the classroom.

Strategies for supporting pupils are shared during parent's meetings and reading workshops.

SATs results are published in accordance with Government legislation.

This policy should be read in conjunction with the following school policies:

- Learning and Teaching Policy
- Assessment Policy
- Marking policy
- Special Educational Needs Policy
- Computing Policy
- Equality and Diversity Policy.

#### **14. Policy review**

This policy will be reviewed every three years, or if changes are required. It is next due for review in July 2020.

Signed:

A handwritten signature in black ink on a light yellow rectangular background. The signature reads "C.R. Kennedy" in a cursive script.

**Chair**