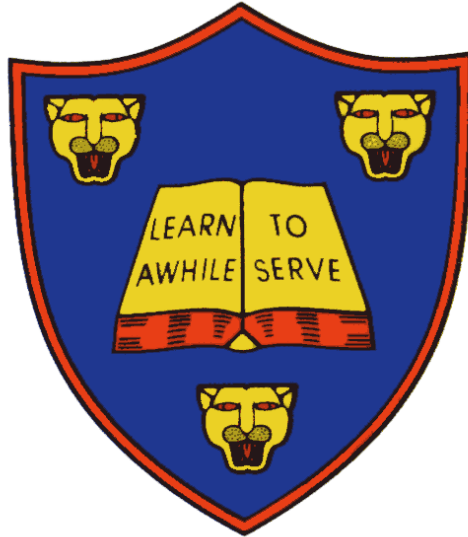


# STRATFORD PRIMARY SCHOOL



## English Policy

<b>Date adopted by Governors:</b>	<b>March 2020</b>
<b>Date for policy review:</b>	<b>March 2022</b>
<b>Person responsible for review:</b>	<b>English Subject Leader</b>
<b>Signed by Chair of Governors</b>	<b>March 2020</b>

## **Introduction**

English is a core subject for all children at Early Years Foundation Stage, Key Stage One and Key Stage Two. At Stratford Primary School we recognise English as a key skill to develop children's ability to listen, speak, read and write for a wide range of purposes including communication of their ideas, views and feelings. Children are able to express themselves creatively and imaginatively as they become enthusiastic and critical readers for stories, poetry and drama, non-fiction and media text. We view the acquisition and development of literacy skills as an essential part of the school curriculum. English is threaded throughout our curriculum.

## **Aims**

We aim to develop pupils' abilities within an integrated programme of Speaking and Listening, Reading, Writing and Vocabulary, Grammar, Punctuation and Spelling (GPS). Pupils will be given opportunities to interrelate the requirements in English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills. We want all our pupils, by the end of year 6, to have high standards in English; equipped with a strong command of the written and spoken word and a love of literature throughout widespread reading for pleasure.

At Stratford Primary School we aim for children to:

- read and write with confidence, enjoyment, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct;
- develop a love of books and literature so that they become avid readers and writers;
- have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- understand a range of text types and genres;
- be able to write in a variety of styles and structures appropriate to the situation;
- develop the powers of imagination, inventiveness and critical awareness;
- gain a suitable technical vocabulary to articulate their responses;
- improve children's ability to plan, draft and edit their written work.

## **The Early Years Foundation Stage**

We teach English in our Reception class through Communication, Language and Literacy area of Learning and Development.

We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills. We aim for pupils' written text to make sense and that they can recognise sentences in their shared reading of texts and in their own play and experimental writing. They are able to write simple sentences based on speech and begin to use significant punctuation, for example capital letters for their own name and at the beginning of a sentence.

Systematic, high quality phonics teaching is delivered through a daily programme using Jolly Phonics, supplemented by Letters and Sounds.

## **Key Stage 1**

To provide adequate time for developing English skills each class teacher will deliver a daily English lesson. On top of this, teachers also teach approximately 20 minutes of whole class reading daily and 15 minutes of phonics/ No Nonsense Spellings daily (Year 2), although may be greater in some classes due to the need of the children, and additional handwriting sessions during the week.

### ***Spoken Language:***

The National Curriculum 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. Skills in speaking and listening include the ability to speak effectively for different audiences; to listen, understand and respond appropriately to others; and to participate effectively in group discussion. We provide opportunities for children to speak individually, in pairs, small groups and to large groups through assemblies and school plays. They share news, feedback information, give opinions and express feelings on a daily basis.

### ***Reading – word reading and comprehension:***

It is essential that teaching focuses on developing pupils' competence in both word reading and comprehension.

Skilled word reading involves both the speedy decoding of unfamiliar words and the speedy recognition of familiar words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. In Year 1, we teach phonics through daily sessions using Jolly Phonics, supplemented by Letters and Sounds, to ensure a structured approach.

In KS1, children are introduced to a range of texts in the whole class reading session of the English lesson. We use KS1 Reading VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequencing skills) to critically explore and analyse the class text to ensure a breadth of key skills are being taught. The class text is supplemented with other resources to ensure the children are exposed to a range of reading genres and text types.

Individual reading is monitored by teachers and teaching assistants in order to assess the children's reading level and be given appropriate reading books from a range of colour banded books throughout Key Stage 1. Pupils' phonic phase is aligned to their reading book band and this is assessed by the class teacher and teaching assistants. Pupils within the lowest 20% read daily with an adult.

### ***Writing:***

Teachers model writing in the whole class sections of the English lesson. Skills are further developed through guided writing sessions and then practised through independent, shared and collaborative writing activities. Teachers ensure that writing coverage is relevant and varied and covers a range of writing purposes. The genre of writing links to Cornerstones themes with a wide range of non-fiction, narrative and poetry lessons being covered across each half term. Pupils should be given the opportunity to frequently write at length, for a range of purposes and for a range of audiences. This will include written work across the

curriculum. The emphasis in Key Stage 1 is for pupils to be confident in recording their ideas fluently and to check they make sense.

### ***Vocabulary, Grammar, Punctuation and Spellings:***

At Key Stage 1, the emphasis is on developing pupils' general awareness of language, both written and spoken. Pupils are encouraged to attempt a more complex spoken language and to observe the use of punctuation in written texts as a pointer for pausing, intonation and as an aid to meaning. They recognise sentences, expect them to make sense and use basic sentence structures in their own writing. Children are taught to punctuate their sentences correctly by using full stops, capital letters, question marks, exclamation marks, commas and apostrophes to mark possession. More complex sentences are developed through the use of an increasing range of connectives and developing the children's use of vocabulary. Discrete vocabulary, grammar and punctuation lessons should link to the writing genre being taught so that children have the opportunity to use and develop these skills.

Children are taught spelling rules and patterns as part of their daily phonic lessons; in discrete spelling lessons (No Nonsense Spellings for Year 2) and within the context of reading and writing activities. Spelling patterns, tricky words and high-frequency word lists are available in all classrooms. Key vocabulary is available on either working walls, on interactive whiteboard charts or word banks. Children are always reminded to write these words correctly and are taught how to check their work regularly, self-editing throughout the writing process. Vocabulary, grammar, punctuation and spelling activities are taught both within the 'Five a day starter' at the beginning of an English lesson and, where necessary, discreetly as a lesson.

## **Key Stage 2**

### ***Spoken Language:***

Speaking and listening remain important skills across Key Stage 2 as the children continue to have opportunities to speak individually, in pairs, small groups and to larger groups through assemblies and school plays. They also have opportunities to learn to tell stories effectively and convey detailed information coherently to listeners. They respond to presentations by describing characters, repeating highlights and commenting constructively. They also use a range of techniques to present persuasive arguments.

### ***Reading – word reading and comprehension:***

Skills in reading are developed through the use of KS2 reading VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarise), based on the whole class text or additional reading sources. The whole class and guided reading lessons are used to introduce a variety of genres and aid the children's understanding and interpretation of the texts. Over the Key Stage they will learn to sustain engagement with longer texts, infer writers' viewpoints from what is written and from what is implied, explore how writers use language for comic and dramatic effects and compare how writers from different times and places present experiences and use language. The children will develop and practise their reading skills through independent, shared and guided work.

### **Writing:**

Skill development includes the ability to write fluently for a range of purposes and audiences and the critical analysis of their own and others' writing. Over Key Stage 2 there is an increased emphasis on planning, drafting and editing pieces of written work. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasing knowledge of vocabulary and grammar. Writing should be fluent and legible (*for handwriting, see 'Handwriting' policy*). As with Key Stage 1, genre of writing link to Cornerstones themes with a wide range of non-fiction, narrative and poetry lessons being covered across each half term. Pupils should be given the opportunity to frequently write at length, for a range of purposes and to a range of audiences, this will include written work across the curriculum.

### **Vocabulary, Grammar, Punctuation and Spellings:**

In Years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations and for a variety of audiences and purposes, including through written work, drama, formal presentations and debates. Pupils are introduced to the grammatical functions of different types of words and they begin to explore how sentences are constructed. The emphasis here is not about grammatical labelling (the naming of parts of speech) but on discovering their function, i.e. what words can be made to do. Explicit teaching of a wider range of punctuation marks includes inverted commas, apostrophes to make plural possession and the use of commas after fronted adverbials. These are reflected in the pupils' writing.

In Year 5 and 6 pupils' confidence, enjoyment and mastery of language should be developed. Their basic knowledge is extended through the close reading and discussion of carefully chosen examples from a range of text-types. In their writing pupils are encouraged to draw on this understanding to develop a sense of style, to experiment with the constructions of complex sentences and to restructure sentences for clarity and effect. This will necessitate the use of a wider range of punctuation marks, including punctuation within a sentence.

Throughout Key Stage 2 discrete vocabulary, grammar and punctuation lessons should link to the writing genre being taught so that children have the opportunity to use and develop these skills.

Spellings are taught following the No Nonsense Spelling Programme. Spellings match to the spelling programme outlined by the National Curriculum and also include some theme-related words where appropriate. Children are also taught spelling rules and patterns in discrete spelling lessons and within the context of reading and writing lessons. Dictionaries are available in all classrooms for the children to use as well as high-frequency word lists to support children. Key vocabulary is available on either working walls, on interactive whiteboard charts or handouts. Children are always reminded to write these words correctly. Spelling Dictionaries are available within Key Stage 2 classes as a means of supporting spelling.

See Appendix 3 and 4 for a detailed outline of the progression of reading and writing skills across Key Stage 1 and Key Stage 2.

## **Planning**

English is a core subject in the National Curriculum and our long term plans identify the genres, text types and skills coverage for each year group. We use Cornerstones to form our medium term plans to ensure coverage of narrative, non-fiction and poetry genres. They include the progressive teaching of essential English skills as identified in the National Curriculum. Short term plans identify daily English lessons for VGPS, writing and reading and include differentiated tasks planned to enable each child to achieve the learning outcomes that are set. For phonics, teachers use Jolly Phonics for short term plans and use Letters and Sounds to support activities. Planning is monitored by the Senior Leadership Team to identify strengths and areas for development where training and support could be provided.

## **Differentiation**

In all classes, there are children with a wide range of abilities, and we provide suitable learning opportunities to enable all children to make good progress according to their needs. In planning work the teacher will aim:

- to provide breadth and balance of language activities for all children;
- to provide a differentiated English curriculum to meet the needs of all the children through the continuity of experiences;
- to set suitable learning challenges for individuals or small groups of children;
- to respond to pupils diverse learning needs;
- to liaise with the SENDCo and complete provision maps to ensure provision is made for all children with S.E.N and those below ARE or making slower than expected progress;
- to overcome potential barriers to learning through assessment of individuals and group of pupils;
- to make efficient use of teaching assistants to support individuals or groups of children to make progress within lessons and with interventions.

## **Homework**

We recognise the importance of making links between home and school and actively encourage parental involvement in the learning of English. We provide parents and carers with opportunities to work with their children at home. At the start of the academic year, we also provide workshops for parents to support their understanding so they can confidently and effectively support their child. Homework activities are sent home on a regular basis and may take the form of comprehension activities and writing for Key Stage 2, phonic/spelling games and writing activities for Key Stage 1. Children are also expected to keep a reading record, which they should record in regularly and should be monitored by teachers and teaching assistants weekly.

## **Assessment for learning**

The school policy for assessment is common for each core curriculum subject. Throughout pupils' progress in English, assessment will be informal, formal and continuous. Teachers will assess children's work in English from three aspects (day-to-day, periodic and

transitional). The findings are used to identify the next steps for learning and will therefore inform future planning. Children are also encouraged to make judgements about how they can improve their own and each other's work through self and peer assessments. These short term assessments are closely matched to the learning objectives and marked in line with the school's 'Feedback' policy. Formative assessments in vocabulary, grammar, punctuation and spellings are monitored termly using Cornerstones tests.

We use Cornerstones moderation grids (Year 1, 3, 4 and 5) in reading and writing to make and record periodic assessments, monitor progress and inform next steps. Children in each class (selected by the Senior Leadership Team inclusive of a SEN and PP child) are moderated in further detail and teachers are asked to provide an evidence pack for the Subject Leader to verify. These judgements are also moderated during staff meetings. Year 2 and Year 6 moderate against the end of Key Stage Interim Reports. Packs of evidence are verified by the Subject Leader and class teachers will regularly meet with other schools within the trust (Community Academies Trust) and in the Local Authority for moderation.

In the Early Years, Key Stage 1 and those children who need it in Key Stage 2, teachers and teaching assistants should use Phonics Tracker and past Phonics papers (6-weekly checks) to assess children's progress through the phonics phases and to identify any concerns that need to be addressed. As well as daily and half termly assessments in phonics, all children in Year 1 (and those in Year 2 who did not previously pass or have not taken the test) will complete the national Phonics Screening test. These assessments will inform the next stepping stones for children to become fluent readers and confident spellers.

We make transitional assessments towards the end of the school year, and we use these to assess progress against school and national targets. Information is passed onto the next teacher at the end of the year so that s/he can plan for the new school year. We also make a summary of each child's progress to share with parents and carers in the form of a report.

### **Monitoring and Evaluation**

The subject leader is responsible for improving standards of teaching and learning in English through:

- the coordination and planning of the English curriculum;
- the provision of support for colleagues in their teaching, by keeping informed about current developments in English, and by providing a strategic lead and direction for this subject;
- giving the Governing Body regular summary reports in which s/he evaluates the strengths and weaknesses in English, and indicates areas for further improvement;
- using specially allocated regular management time to monitor and evaluate key issues identified in the school's LIP;
- verifying and monitoring evidence of children's work, and observing English lessons across the school;
- purchasing and allocating resources.

The quality of teaching and learning in English is monitored and evaluated by all staff, the subject leader and Executive Head teacher. This will include the monitoring of planning and pupils' work as well as lesson observations to fit with the school's agreed monitoring cycle.