



Aims:

- To provide a set of principles on which to base our practice.
- To reflect on the requirements of the English National Curriculum 2014.
- To link current schemes of work and curriculum guidance in order to put the principles into action.

To provide:

- A rich and stimulating language environment, where speaking and listening, reading and writing are integrated.
- Opportunities for pupils to become confident, competent and expressive users of English with a developing knowledge of how it works.
- Opportunities for pupils to be reflective users of language, able to analyse and evaluate features of language.
- An awareness of purpose and audience for both written and oral language.
- An environment where pupils are encouraged to construct and convey meaning, both in speech and writing of factual, imaginary and personal experiences.

Speaking and listening:

It is important to provide planned opportunities for a range of speaking and listening tasks. This encourages children to develop as fluent, confident and competent speakers who are also able to listen with interest and understanding for sustained periods. It also encourages pupils to work co-operatively with others and to listen to the views of others. Working collaboratively and sharing ideas is valuable and supportive exercise, which is planned and developed within the classroom.

We aim for pupils to be able to:

- Use speech appropriately for different purposes.
- Adopt appropriate vocabulary, tone, pace and style for a variety of audiences and in a variety of situations.
- Understand the effect of speech on the listener.
- Use talk to develop and express ideas.
- Communicate meaning effectively.
- Listen attentively and derive meaning from what others say.
- Follow verbal instructions accurately.
- Understanding the importance of good listening and how to respond during discussions, conversations and when information is given or asked for.
- Develop the skills of turn-taking, negotiation and reaching consensus.

The ways in which the aims are developed include:

- Class debates.
- Drama and role play.
- Assemblies.
- Talk partners.
- Hot seating.
- PSHCE.
- Circle time.
- School council.

## Reading

Pupils are encouraged to become confident, enthusiastic, critical and independent readers. They should be able to read print produced in a variety of forms and for a variety of purposes and read for information, interest and enjoyment.

The 2014 Curriculum divides reading skills in two dimensions:

- Word reading/decoding.
- Comprehension.

We recognize that both of these elements are essential to success and we support the acquisition of these skills through various methods.

We aim for pupils to be able to:

- Understanding the features of a book and how it works.
- Develop an interest in words and their meanings.
- Use a range of strategies, which will help them to read with meaning, fluency, accuracy and expression.
- Use appropriate reading strategies to find and interpret information.

- Reflect on their reading and offer a personal response to a wide range of texts.
- To understand how the format and language changes with different genre.
- To use inferential skills to find meaning beyond the literal.
- To appreciate the tools of the writer and the techniques used to involve the reader in the text. To build these strategies into their own writing.
- To appreciate the work of individual authors, illustrators and publishers.
- Use opportunities in all subject areas to teach and apply reading skills.
- To read for and with other children and adults in a variety of situations.
- To use computing based reference materials for information when appropriate.
- Every class being read to by their teacher regularly; either a single story/text or longer text, which would be read over a period of time.

Children take home a book from our book banded boxes, which they are encouraged to share with their parent/carers; either being read to or reading to the adult concerned. This practice begins in Foundation Stage and continues through KS1 and KS2. The teacher monitors this practice through the School's Home/School reading diaries and uses the information to help inform them about what skills children need to develop in order to progress. Teachers and parents may record their comments in the pupil's home/school reading diary.

In Key Stage One, pupils learn to read through daily phonics (RWI), by reading to adults in school and by taking books from our class reading corners to practice their reading at home. Shared or guided reading starts in Reception and continues throughout KS1. Reading records are kept by the class teacher.

In Key Stage Two, Shared Reading is one of the methods used to develop reading skills. Whenever possible, children read to a teacher or teaching assistant to practice and develop the reading skills taught by the class teacher.

Pupils are encouraged to read for pleasure using quiet reading time while they can select a book from their class library. Our class libraries are constantly being updated.

Each class has regular reading comprehension lessons where pupils are taught to read for comprehension and inference.

## Writing.

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length.
- Use accurate spelling and punctuation.
- Be grammatically correct.
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations.
- Write to support their understanding and consolidation of what they have heard or read.

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognize that both these elements are essential to success and we support the acquisition of both sets of skills through various methods.

We aim for pupils to be able to:

- Use writing as a means to communicate ideas and information to a reader.
- Write in a grammatically accurate way.
- Develop an increasingly wide vocabulary suited to the purpose and genre.
- Write in a particular genre with a good understanding of the features of that genre.
- Understand the conventions of written language.
- Use teacher modelling as a means to understand the writing process.
- Understand how writers can have an effect on the reader.

- Incorporate ideas and skills of other authors into their own writing.
- Collaborate with others during the writing process.
- Draft and re-draft, making significant revisions where appropriate.
- Use computing as a tool for writing.
- Use spelling, punctuation and syntax accurately and with confidence.

The ways in which the aims are developed include:

- Teaching grammar on a weekly basis.
- Correcting grammatical errors orally in writing (where appropriate).
- Having a systematic approach, we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling.
- Using high quality texts, modelling, shared and collaborative writing to demonstrate good practice.
- Providing sentence stems when appropriate
- Providing time for planning, editing and revising.
- Giving feedback on extended pieces of work
- Providing opportunities for pupils to peer assess in writing.

## Spelling

Pupils should develop as independent and accurate spellers who are confident to use an evolving and adventurous vocabulary in their own writing. They should have a range of spelling strategies, which they can use to attempt unknown words and a sound knowledge of irregular high frequency words for use in their daily work. They should be aware of the differences between spoken dialect and written English in terms of spelling.

We aim for pupils to be able to:

- Attempt words for themselves using a range of strategies.
- Write an increasingly wide range of words from memory. Focus is on those words identified in the National Curriculum 2014.
- Use a variety of resources to help with spelling, e.g. dictionaries, word banks, classroom environment, computer spell-checks etc.
- Develop an understanding of spelling patterns and rules through investigations and identifying the exceptions to those rules.
- Use a range of strategies to learn spellings, especially those misspelt in their own work.

The ways in which the aims are developed include:

- Daily phonics sessions in the EYFS and KS1 and catch-up sessions in KS2.
- Using the RWI and school spelling scheme.
- Weekly spelling homework and school Spelling Bee competition.
- Marking of work and feedback to pupils.

### Handwriting.

It is important for pupils to be able to write clearly and develop a fluent and legible handwriting style.

We aim for pupils to be able to:

- Form letters correctly.
- Use upper and lower case letters appropriately.
- Begin to use a joined cursive style from Autumn term year 2.
- Use a correct and comfortable pencil/pen grip.

The ways in which the aims are developed include:

- Weekly handwriting lessons in Reception, KS1 and KS2 using the New Nelson handwriting scheme.
- Introduction to the use of pens in KS2 if the child is ready

## English materials.

Phonics and spelling materials.

- KSI -Read Write Inc phonics
- KS2 - National Curriculum 2014

## Organization of teaching and learning.

Whole class teaching focuses on a shared text through shared reading and shared writing. The teacher modelling and demonstrating strategies for learning are an important and integral part of the teaching process. Scaffolded activities enable pupils to experience success in their learning and give them the confidence to progress independently.

Collaborative learning is encouraged through work in pairs, small and large groups.

Independent learning is encouraged through differentiated tasks including independent writing and reading tasks and collaborative talk to support individual writing etc.

- Opportunities should be found for the development of drama in a variety of contexts.
- Pupils should be encouraged to use drama to link ideas in literacy through role-play, hot seating, mime and freeze frame techniques.
- Pupils can explore a range of endings to stories through role-play and use these as a pre-writing stimulus.

## Cross-Curricular links.

English is cross-curricular in nature. Speaking and listening, reading and writing are in integral part of all other areas of the curriculum. Specific skills can be transferred from literacy teaching into other areas. Awareness of text and language features can be developed through literacy and transferred to other areas of the curriculum.

However, in order to develop pupils' English skills we devote a considerable amount of our teaching time to this subject in its own right.

### Progression.

Progression in English occurs through the development of knowledge, understanding and skills in an increasingly complex range of texts. It is important to facilitate the personal growth of each pupil through a developing experience of literature and language.

### Planning, assessment and record keeping.

- Teachers complete a weekly planning sheet which records objective, activities and assessment opportunities.
- In year groups, the planning will be collaborative.
- Copies of plans are kept on the server.
- Monitoring is done through discussion between the teacher, English leaders, the leadership team and book looks including pupil voice
- Assessment is an integral part of the planning process. We gather evidence for assessment through planned opportunities for observation, individual reading records and work selected for formal assessment.
- Pupils' writing is assessed termly and new targets are set.
- Summative reading assessments are carried out once a term.

### Assessment.

Assessment is a vital part of planning and teaching English. It is both formative and summative. We assess children's work in English from three aspects (long term, medium term and short term). We make short-term planning. These are closely matched to the teaching objectives and will often be made from day to day observations by children and adults.

At the end of Key Stage one and Key Stage Two each pupil's achievement is included as part of their annual written report. Assessments are made in line with the school assessment policy.

## S.E.N.D

Pupils with special needs are supported by adapted learning strategies based on individual needs. This applies to children who need additional support and also those who are working at greater depth. Support is usually given in class, but sometimes groups and or individuals are withdrawn for a particular focus. Children who have an I.E.P work on those targets. Children with SEND are supported in the classroom by their class teacher and teaching assistants

## Supporting pupils' learning English as an additional language (EAL).

We believe that our English curriculum reflects the benefits of our cultural and linguistic diversity. A number of our pupils speak a language other than English at home, and this is a skill which we value highly. We also recognize the need to provide extra support for pupils, where necessary, to maximize their access to the English curriculum and to develop their skills.

## Equal opportunities.

Equal opportunities in English are addressed as follows:

- Pupils with special needs have equal access to the English curriculum through the use of differentiated learning strategies and tasks. These are based on individual needs.
- Specific teaching strategies are used to maximize access to the curriculum for pupils and learning EAL.
- Respect for the cultural and linguistic diversity is promoted through the use of resources on multi-cultural themes.
- Attainment of boys and girls as well as achievement of groups (SEND, EAL, FSM, LAC, PP) is carefully monitored.

## Intervention programmes.

Intervention programmes are implemented to support children, where appropriate. These include RWI phonics booster groups. Children

included in these programmes may be identified by the class teacher or SLT during pupil progress meetings.

## EYFS

Literacy skills are taught in our Nursery and Reception as an integral part of the EYFS curriculum. Communication and Language and Literacy which are two of the seven areas of learning in the EYFS curriculum cannot be covered in isolation from the other areas of learning. Opportunities to practice literacy skills, for example, reading labels, responding to written instructions, mark making and early writing as part of play-based learning will be provided throughout the learning environment in the Nursery and Reception classroom and outdoor areas.

Children have a daily Read Write Inc phonics lesson as a crucial element in developing their early reading and writing skills. Higher attainers go to KSI for RWI phonics lessons. Children who are in danger of not learning all of the sounds and blending at the appropriate stage are given frequent interventions 1-2-1 or as part of a small group. Prior to this, letters and sounds are introduced through play and practical activities through Nursery provision.

Speaking and listening skills are vitally important as they underpin all learning skills that children bring from home. The English programme builds on the language skills that encouraged through activities such as listening to stories and poems, joining in with rhymes and songs, participating in drama and imaginative play, responding to simple instructions, talking to accompany play, talk for writing etc.

Knowledge about books is developing through activities such as, retelling a story in their own words, reading a big book with the

teacher, re-reading favourite stories as a group or class, listening to taped stories etc.

Emergent writing is encouraged through role play e.g in the shop, café, office etc. where children are provided with a range of writing material. Children are encouraged to write in role, such as list, forms, menus, prices. When children become more aware of phonics and letter formation, they are encouraged to attempt a more focused form of writing, using the initial, end and medial sounds in words. Additional English sessions occur through the week and Drawing Club is a key feature of teaching emergent writing in the Reception Year. This is in addition to letter formation and spelling activities that form part of the RWI phonics programme.