

English Policy



Policy Statement

We aim to develop a love for the English language in its written and spoken forms. We encourage children to develop skills to communicate effectively in speech and writing and to listen with understanding, to be responsive, enthusiastic and knowledgeable readers. We recognise English as a core subject in the National Curriculum and as a pre-requisite for educational and social progress empowering children to communicate creatively and imaginatively. We aim to provide an environment for language development, which is stimulating and is characterised by high expectations of success so that the fullest potential of each individual may be realised.

Alongside this, we also follow the Curious City curriculum, which is centred around 'states of being'. These ask the children to work at 'being' rather than 'doing'. In the context of English, this means that we are being 'author-writers' and 'author-readers'. Pupils make strong links to authors and writers and 'real-life' reasons for writing and reading.



According to Curious City:

Authors and writers... read a lot and use what they have read to help them write what is inside their heads. This means other people can read what they have written to help them understand something, entertain them or make life better.

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of English at Pitton CE Primary school.

Aims

To provide children with access to an integral programme of speaking and listening, reading and writing and to strive for excellence in all areas.

At Pitton CE Primary School we work towards every child becoming literate.

By the age of 11 we aim for a child to be able to:

- Read with confidence, fluency, enjoyment and understanding by providing a wealth of reading material with access to a range of text covering a balance of fiction and non-fiction
- Use a range of independent strategies to; self-monitor and correct, retrieve information and evaluate what has been read
- Use higher order reading skills including deduction and inference through the use of text referral, assessment of author's intentions, justification of their opinions and judgements in the pursuit of critical awareness
- Write with confidence, imagination and enthusiasm with an awareness of purpose and audience
- Use grammar and punctuation correctly to attain high levels of English writing

- Understand and use technical vocabulary when discussing their reading and writing
- Write to a high standard in a range of genres, in the style of different authors and structure their writing in narrative and non-narrative styles
- Understand the sound and spelling system and use this to read and spell accurately
- Communicate effectively, speak with confidence and structure their talk in ways, which are coherent and understandable
- Listen carefully with good concentration so they are able to respond thoughtfully and appropriately
- Ask and answer questions to demonstrate and clarify their understanding
- Write with fluent, legible joined handwriting and take pride in the presentation of all their work

Curriculum Management and School Organisation

National Curriculum English is predominantly taught through the National Curriculum objectives with all children having a minimum of one hour literacy teaching every day.

The objectives of the curriculum are being followed in classes from year one upwards. In Reception the elements of the curriculum are covered in the course of a school day, but not necessarily as a designated hour.

All children are taught English in mixed classes where they will work in ability groups.

Independent tasks take place at the same time as guided group work and work is differentiated according to ability groups.

English time may also be used for assessment purposes.

Regular opportunities for extended writing should be given to children.

Planning

Teachers base their planning on National Curriculum objectives. Teachers follow their own yearly objectives unless specified on planning where objectives are being revisited or extended.

The English Subject Leader regularly monitors English planning within the school.

Teachers plan on a weekly basis providing a balance between fiction and non-fiction.

Assessment

Children's progress is assessed termly and a formally at the end of each Key Stage. We use Rising Stars New Pira Primary tests, three times a year. The results of these tests are then added to our assessment platform, Insight. Children who are not on the Special Needs register but are identified as needing some extra support are given the opportunity to follow government initiatives to help them reach the same standard as their peers.

Entitlement to the curriculum

All children should have entitlement to this subject area regardless of gender, race, cultural background or physical or sensory disability. Where use of school resources proves difficult for a child because of a disability, the school will endeavour to provide specialist equipment and software to enable access. Children with learning difficulties can also be given greater access to the whole curriculum through the use of ICT.

SEN Provision

See SEND policy.

The SENCO ensures that 'My Plan' targets are being implemented by reviewing regularly.

Cross Curricular Links

The English lessons will be used as an opportunity to teach skills required for reading, writing and speaking and listening in the full range of curriculum areas.

Role of Governors

There will be a designated English governor who will report annually to governors regarding progress in literacy.

Handwriting

See Handwriting policy.

Spelling (See also Phonics and Early Reading Policy)

We follow the Little Wandle SSP. Once pupils have been signed off from phase 5 phonics, they progress onto The Spelling Book scheme by Jane Considine. Children in Reception - Year 2 are taught Phonics, where they learn alphabetical letter knowledge, order, phonetic spelling, sounds and blends. From Year 3 to Year 6 there are National Curriculum set spelling lists (with common exception words) which are followed. In Reception children are taught about rhyme and its relationship with spelling patterns. This is taught through The Spelling Book scheme.

Reading

Guidance concerning progression from Little Wandle SSP to Guided Reading

When children finish reading Little Wandle books they are able to read anything. But they are not finished with reading instruction.

Children are unlikely to be reading at 90 words per minute in Year 1, and so not able to read with fluency and comprehension – yet. Continued reading instruction in Year 2 is therefore crucial in order to teach fluency and enable children to become readers for life.

We use our judgement about which books suit our setting best:

- If you are thinking of using books from a reading scheme or educational publisher check that they are current, inspirational, reflect diversity and are of an appropriate level.
- We choose trade books (not published by an educational publisher) then look for a reading age and assess the stamina needed to read that book.
- We use a range of publishers both education and trade who publish books that inspire children and take them on the path to be readers for life.

We choose to continue to teach reading using the Little Wandle three-read method for children in Year 2, and integrate this into whole class comprehension using the Schofield and Sims Complete Comprehension scheme.

For example:

Day 1: reading, decoding, vocabulary check, phonics links

Day 2: reading for fluency with expression, responding to simple questions (First Steps)

Day 3: modelling the answering of comprehension questions-focusing on one reading skill per week

Day 4: responding to questions linked to the reading skill/answering a range of questions

Texts are then sent home for pupils to read and share with parents.

We recognise that reading aloud is still crucial for these children.

As [Siedenburg](#) says in his book *Language at the Speed of Sight*: “For those pupils who lack reading fluency and skill to begin with, silent reading is less likely to be profitable”. He goes on to say: “Children who struggle when reading texts aloud do not become good readers if left to read silently; their dysfluency merely becomes inaudible.”

So, reading aloud must be part of the teaching of reading, as children who have recently finished Little Wandle will not yet have adequate fluency.

NB: The above is adapted from advice given by Charlotte Raby from LW

A range and balance of fiction, non-fiction and poetry is covered in each term in accordance with the range guidelines in the National Curriculum framework.

For guided reading, the children are ability grouped and given an appropriately challenging text and taught specific strategies and skills. Teachers can also use a whole-class approach when pupils are all on the same book but the questions are different for different abilities.

All children take home an individual reading book which is at an appropriate level for their reading skills. In Infants the Home/School Record book records the reading scheme books read by the child and encourages parents' comments. Class teachers will monitor how regularly pupils are reading and how often books are changed.

Once pupils have reached the Gold level in reading then they progress on to the school library with its wide range of 'free-readers', supplemented with books from Hampshire Schools' Library Service.



Writing

The National Curriculum framework objectives for writing composition are followed in both key stages ensuring continuing and progression. Assessment is a portfolio of all pieces of writing.

At Pitton Primary School, we have adopted 'The Write Stuff' approach to our teaching and learning of English to ensure clarity to the mechanics of writing. Following a method called 'Sentence Stacking', the approach places emphasis on sentences being 'stacked together' chronologically and organised to engage children with short, intensive moments of learning that they can then immediately apply to their own writing. Within each genre studied by the children, they will learn to sentence stack, focusing on the style of the author and impact of words and sentences most appropriate for that particular genre. All genres covered within writing sessions are those as taken from the Genre Overview on our Writing Progression Document. Within each writing lesson, pupils learning is 'chunked' into three distinct parts for a writing lesson; initiate, model, enable. The initiate stage is a time to inspire: through the use of a stimulus, pupils are immersed in a rich language discussion and activities to provide a wealth of vocabulary to aid their writing. The model stage is the chunk whereby the teacher demonstrates the thoughts and processes of a writer and articulates writing choices. The enable stage is the opportunity for pupils to showcase what they can do within particular writing parameters known as The Three Zones of Writing: FANTASTICs, GRAMMARISTICs and the BOOMTASTICs. The Three Zones of Writing are essential components to support pupils in becoming great writers. Through the nine idea lenses known as the FANTASTICs, pupils focus on intended purpose of a sentence. The GRAMMARISTICs allow pupils to focus on the grammar element of writing which focuses on sentence structure, grammar rules and punctuation. The BOOMTASTICs allow pupils to capture and create a vivid visual for the reader through the use of poetic devices. Throughout the writing process, children edit and redraft their work in response to feedback from their teacher and peers.

Speaking and Listening

Opportunities for Speaking and Listening are provided across the curriculum. Within our Curious City Curriculum, pupils have opportunities to present their work, within a final challenge, as an oral presentation. For example, in Kites Class, a final challenge was to present their learning as a 'Ted' talk, which was recorded and shared with parents.

ENGLISH

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Ratified:

Next Review Due:

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