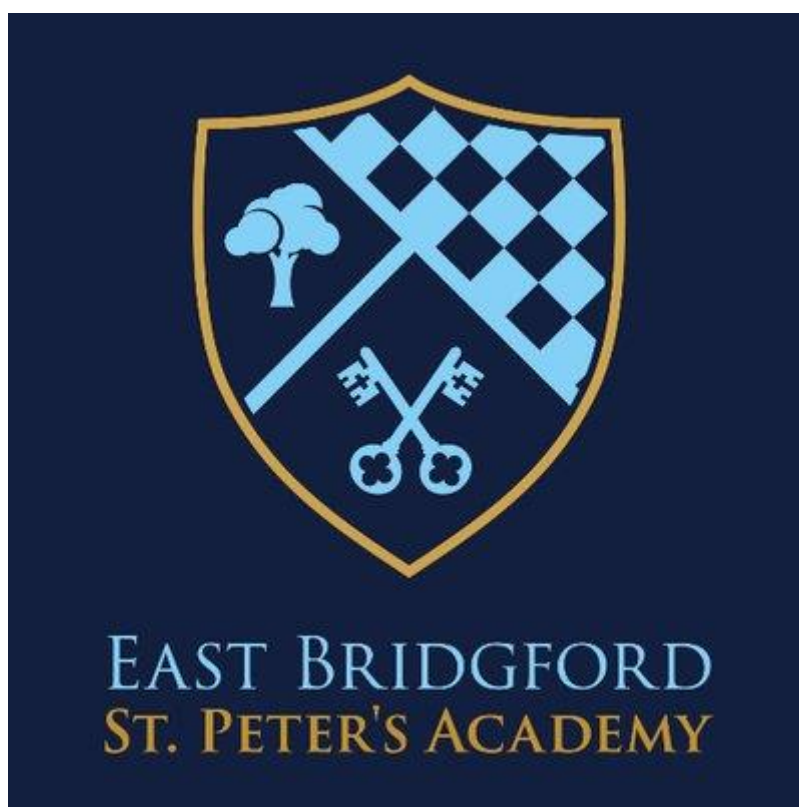


# **East Bridgford St Peter's C. of E. Academy English Policy**

**2018 - 2019**



Reviewed by staff and agreed by Governors 6<sup>th</sup> March 2019.  
Review Spring 2021 or before if required

## **The Contribution of English to the School's Curriculum**

At East Bridgford St Peter's CE Academy, we recognise the crucial importance of studying the English language. Improved performance at reading, writing and spoken language will enable our pupils to express their thoughts and ideas more fluently, accurately and, ultimately, to their greater satisfaction. This will also help them to deal more successfully with other curriculum subjects, while enriching their lives beyond school.

Our overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

We aim for our pupils to:

- read easily, fluently and with good understanding and comprehension
- 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.

At East Bridgford St Peter's CE Academy, we encourage all children to become independent learners and be confident in all strands of learning. The children will be given opportunities to speak in a variety of contexts and learn to listen to and value the views of others.

## **Statutory Requirements**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: Framework Document (2014) and Early Years Foundation Stage Curriculum 2014

## **Approaches to Speaking and Listening**

The four strands of speaking and listening: speaking, listening, group discussion and drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. We aim for children to be able to speak clearly, fluently and coherently, to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions effectively.

We achieve this by:

- giving our children confidence in themselves as speakers and listeners
- by showing them that we value their conversations and opinions. We also encourage a respect for the views of others.
- being aware that as adults, we provide a model of speakers and listeners in our day-to-day interactions with them and with other adults in our school.
- helping them to articulate their ideas and provide purposes and audiences for talk within a range of formal and informal situations and in individual, partner, group and class contexts.
- by providing opportunities to perform to a larger audience, in assemblies and productions, where children's efforts and skills are acknowledged by staff, parents, carers, visitors and peers.
- by providing a range of experiences where children can work collaboratively and participate in opportunities to reflect on talk and explore real and imagined situations through role play, hot-seating, drama and discussions.
- by developing the children's ability to listen with attention and understanding in all areas of the curriculum and where necessary, asking and responding to questions appropriately.

### **Approaches to Phonics**

Phonic skills are taught daily to children in the Foundation Stage and KS1 using Letters and Sounds. These comprise of learning different graphemes, focussing on oral and aural phonological skills and sight vocabulary. During these sessions children are also explicitly shown how to apply their developing skills to their writing. All children are grouped in accordance to their individual needs and are in phase appropriate groups.

### **Approaches to Reading**

At East Bridgford St Peter's, we strive to create a text-rich environment for all of our children which appeals to their interests and strives to 'unlock their love of reading'. Children throughout the school hear a class book read/story to them daily by the class teacher. Our pupils are encouraged to read books from home as well as different text types: fiction, non-fiction, poetry, comics and magazines. All pupils have the opportunity to read independently during class time and in our Book Club on a Monday lunchtime.

Pupils have opportunities to undertake reciprocal, shared and independent reading throughout the school. A diverse range of reading books, which are colour banded (according to their level of difficulty), are available for children to borrow and read from our library. All children know their colour band. In the Foundation Stage and KS1, children are taught to read using the Oxford Reading Tree or Bug Club (Pearson) scheme.

To support pupils with their understanding and comprehension of texts, staff use Reciprocal Reading or guided reading. Reciprocal Reading can be carried out in small groups or as a whole class. Staff model, then help students learn to guide group discussions using four strategies: summarising, question generating, clarifying, and predicting. Once students have learned the strategies, they may, at times, take turns assuming the role of teacher in leading a dialogue about what has been read.

Staff are deployed throughout the school to work with children, who need further support, in order to improve their fluency, intonation, decoding skills and comprehension using specific interventions such as Dancing Bears and Rapid Reading.

Home reading is encouraged and is an integral part of the child's development. In order to have strong communication between teachers and parents/carers, each child has a school diary where parents can write comments about how the child is progressing with his/her reading.

Reading challenges are offered within school. Book fairs are organised to further promote reading as well as visits from authors and poets where pupils have opportunities to take part in workshops.

### **Approaches to Writing and Spelling**

To develop our children as writers we:

- treat children as writers, from the earliest stage, who have ideas that they will want to communicate, building on writing skills they have acquired and their knowledge of print from their environment.
- provide experiences where the children can acquire confidence and a positive attitude to writing.
- develop and sustain writing skills by providing opportunities for children to write for a range of purposes and audiences.
- use shared writing sessions to model writing skills, teaching children how to compose, amend and revise their writing.
- teach children to become critical readers of their own writing by using self-evaluation and checking their work independently for sense, accuracy and meaning.
- teach grammar and punctuation in the context of children's own writing, as well as through discrete lessons.
- teach children to develop their ability to organise and present imaginative and/or factual writing and poetry in different ways.
- teach strategies for spelling to enable children to become confident and competent spellers using Letters and sounds in Foundation Stage, Year 1 and Year 2 and No Nonsense Spelling in Year 2 (when appropriate) and KS2. Letters and Sounds are taught daily and No Nonsense is taught 2-3 times a week. Spellings are linked to the new English Programme of Study, to ensure full coverage of spelling patterns and tricky words including Year 1 / 2 common exception words and words from the Year 3 /4 and Years 5 / 6 lists.

Our school has adopted Pie Corbett's Talk for Writing as a model to improve achievement in writing. Talk for Writing advocates that children imitate the key language needed for a particular genre orally, before reading and analysing it. Through activities they rehearse retelling the text, then through shared writing they are shown how to craft their writing in the same style. The approach includes imitation, innovation and independent application (invention) – a two to three week process depending on the genre being taught. The process allows daily opportunities for pupils to write.

#### The Imitation Stage

The teacher establishes a creative context for each 'Talk for Writing' unit with a 'hook' to draw the children in. Teachers then introduce children to an exemplar text, which may be supported visually by a text map and by actions. Children interact with the text through drama activities and internalise the language patterns through sentence and word games based on the text. Once they have

internalised the language of the text, they are introduced to the written text and encouraged to identify the key writing ingredients and 'magpie' key words and phrases.

### The Innovation Stage

Once the children have internalised the text, they are then ready to start innovating on the pattern of the text. Using an adaptation of the text, children orally rehearse what they want to say then create their own version. During innovation, spelling, sentence and drama activities continue to be incorporated so that children have a wealth of oral and written practice in the language features required to write. The key activity in this stage is shared writing – which helps the children to create their own version by 'doing one together' first. Each stage of the writing process is modelled by the teacher. Throughout this process key words and phrases and shared writing are displayed so when children begin to write they have models and examples to support them. Children are encouraged to swap their work with a response partner to discuss their successes.

### The Invention Stage

In this stage, children move towards becoming independent writers. They write the same text type but choose the content. Teachers guide children through the whole process which ends with rereading and polishing.

Throughout the process, teachers use formative assessment to plan the next step in their teaching (based on what the children need to know in order to improve). 'Assessment for learning' clearly involves the child in thinking about what has worked well and points them towards what needs to be done to move forward in their learning. Teachers ensure the children's next steps for learning, identified from assessment writing, form the basis of the exemplar text to be used in the next three week 'Talk for Writing' unit.

## **Approaches to Handwriting**

Handwriting begins in the Foundation with mark-making and patterns. All pupils are given access to a wide range of writing tools and mediums to practise the early fine motor skills. The needs of left handed children, or those with physical difficulties are also taken into consideration and where necessary accommodated with resources or specific intervention. Pupils are encouraged to develop fluent lines of correctly orientated letters from an early age and emergent writing is encouraged. We believe that discrete handwriting sessions where children's formation and pencil grip can be readily overseen should take place at least three times a week and more frequently in the Foundation Stage and Year 1 and for children experiencing difficulties. Correct posture and positioning of paper or books are also emphasised during these sessions. Letter formation and handwriting is taught and modelled using a range of resources. The national expectation at the end of Year 6 is that children will join their handwriting. Staff teach individual letter joins. This begins in Year 2 with discrete lessons following a clear scheme of progression. As the children move up through the school they are encouraged to think carefully about the presentation of their work and to develop clear, legible and fluent handwriting.

## **Assessment and Target Setting**

Work is assessed in line with the Assessment Policy and Feedback Policy.

- Teachers use developmental feedback in order to identify where children have included elements of the success criteria (which are highlighted in green), set next steps targets and to give children the opportunity to revisit their work in order to make improvements.

- Formative and summative assessment is used to assess the children's reading, writing and spelling against the Early Learning Goals and the National Curriculum objectives.
- Targets will be generated as a result of such assessments.

### **Inclusion**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. GDS (greater depth standard) are identified and suitable learning challenges provided.

- Children with identified SEND in English or identified as having additional needs receive tailored support from staff.
- GDS children in English are identified and challenged appropriately. Challenges for these pupils are provided within English lessons.

### **Role of the English Leaders**

The Subject Leaders are responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating English:
- Pupil progress
- The quality of the learning environment
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent English developments

### **Parental/Volunteering Involvement**

Parents support the teaching of English in school by reading with their children at home on a regular basis and completing their reading diaries. They also support children with English homework given including any spellings that are sent home. In Key Stage 1, some parents may wish to come in to school to hear children read aloud. In addition to this, we also have a number of Literacy Volunteers that support classes with reading, spelling and phonic strategies.

This policy will be reviewed annually.

Policy reviewed and agreed by Governors: 6<sup>th</sup> March 2019

Next Review: Spring 2021 or before if required