

**STANTON ST QUINTIN PRIMARY SCHOOL**  
**English Policy 2017**

This policy should be read in conjunction with the school's Teaching and Learning Policy, Assessment Policy and Marking Policy.

**Aims**

The aim of this policy is to provide teachers with a framework for high quality teaching and learning in English. At Stanton St Quintin Primary School we aim to help children develop skills and knowledge that will enable them to:

- enjoy and appreciate literature and its rich variety
- communicate effectively and creatively with the world at large, through spoken and written language
- respond critically to a wide range of texts.

In addition, this policy will support the development of children to:

- be effective, competent communicators and good listeners
- read fluently
- be able to express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary
- be interested in words and their meanings, and develop a growing vocabulary in both spoken and written form
- engage with and understand a range of text types and genres
- be able to write in a variety of styles and forms showing awareness of audience and purpose
- develop powers of imagination, inventiveness and critical awareness in all areas of English
- use grammar and punctuation accurately
- be competent spellers and understand spelling conventions
- produce effective, well presented written work.

## **Reading**

### **Aims**

To enable children to:

- develop positive attitudes towards reading and read for purpose *and* pleasure
- use reading skills as an integral part of learning throughout the curriculum
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- develop different strategies for approaching reading and be able to orchestrate the full range of strategies

### **Entitlement**

Pupils have access to a wide range of reading opportunities that include:

- shared reading
- guided reading
- regular independent reading
- home/school reading
- hearing books read aloud on a regular basis
- selecting own choice of texts including ICT texts
- reading whole texts
- reading in other subjects including ICT texts

### **Teaching and Learning**

Teachers promote and value reading as an enjoyable activity and also as a life skill.

Progression in reading starts with the systematic teaching of phonics. This is in the context of a broad and rich Foundation Stage curriculum which celebrates reading for pleasure and proactively develops children's speaking and listening skills and language development.

Books are selected from a range of reading schemes and are levelled using Book Bands to differentiate. As pupils develop reading fluency throughout KS1, teachers teach a broad range of comprehension strategies which allow pupils to engage with text in a variety of ways to suit different learning styles. Throughout KS2 skills of comprehension, deduction, inference and critical evaluation are further developed.

The school takes part in a number of national initiatives to promote all aspects of children's reading such as Readathons, Book Fairs and Library Reading Challenges.

Guided reading is the key strategy and vehicle for the explicit and direct, differentiated teaching of reading comprehension. In guided reading texts are chosen to match the ability of the group but still provide an element of challenge. All children have a minimum of one guided reading session per week. Teachers plan sessions based on the key assessment focus areas and design questions to elicit children's understanding of these reading skills.

Teachers also organise independent reading activities during sessions of guided reading. Texts and activities are selected so that pupils can access them without support. The focus for the reading is to provide practice, to develop personal response to text and crucially, reading for pleasure.

Many other opportunities are provided for pupils to practise and extend reading in other subjects. Pupils select texts under the guidance of the teacher for independent and home/school reading. Independent reading is monitored and progress discussed with individual pupils on a regular basis. Where pupils are working below age appropriate objectives a focussed intervention and or additional opportunities to read with an adult will be put into place.

Reading at home is regarded a crucial part of reading development and is encouraged to be a daily event. This is identified as a core activity in pick and mix home learning. Reading at home activity is recorded in the child's reading record diary and teachers read and review comments made by parents to support the child.

Workshops provide parents with ideas of how to support their child with reading at home.

### **Resources**

The school has well-stocked book areas with a range of fiction and non-fiction. Pupils also have opportunities to read magazines, information leaflets and ICT texts. The school library is an important resource and pupils are taught how to use it appropriately.

Time is allocated in the timetable for teachers to read aloud to their classes regularly.

### **Writing**

#### **Aims**

Enable children to:

- write in different contexts and for different purposes and audiences
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- plan, draft and edit their writing to suit the purpose
- use ICT as an English medium for presenting work and manipulating text
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation

#### **Entitlement**

Pupils have access to a wide range of writing opportunities that include:

- shared writing
- guided writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting – direct teaching and practice
- collaborative writing
- writing related to own experiences and enjoyment
- writing from a variety of stimuli including small world, drama, video, photography and other curriculum areas
- planning, drafting, editing and presenting
- using ICT

### **Teaching and Learning**

The National Curriculum guides teaching and learning in English. Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be.

The teaching sequence for reading and writing is used as a framework for planning a unit of work:

#### **Reading and responding**

- introduction to reading
- enjoyment
- teach reading strategies
- response

#### **Analysing**

- analysis of texts for structural and language features
- teacher demonstration of usage of sentence and word level features
- further consolidation of key features

#### **Planning and writing**

- Talk for writing including drama and small world activities. Pie Corbett style: learning texts to develop framework of all text types.
- Analysing real text
- Create steps to success
- Planning and drafting
- Revising and editing

Subject-specific texts that link to learning being undertaken in other areas may also be used in English lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage 'talk for writing', explicit links with ICT, visual English, drama and feedback as an integral part of the process.

At Stanton, whilst we foster high quality and personal expectation in all writing, we teach children to explore the reasons of writing for a purpose, linking this with everyday life. It is crucial that as adults we are literate and able to record ideas and information but the quality of presentation when for example taking notes or jotting a memo from a telephone conversation may not be the same as that from writing a formal letter or birthday card. To this end children have two writing books – one being a 'skills book' where they can analyse and plan; make notes; practise skills; and a second book being their 'writing book' where children are able to apply these learn skills to produce an end of unit piece of work. At no point should the 'skills book' be likened to a 'rough book' where there is a suggestion that anything but high quality learning is expected.

Children will also record learning in science and topic books and again a learning culture of high personal expectations are fostered both from children and adults.

### **Handwriting**

Teachers provide opportunities to practise and improve handwriting and encourage pupils to develop a fluent legible style. Teachers model the agreed style consistently across the school. Handwriting awards are given when children demonstrate different levels.

The aim is for bronze level by the end of the Year 3. We currently use the LetterJoin online handwriting scheme.

In KS1 fine motor skills and letter formation are also developed through different media – e.g. sand trays, paint brush, chalk writing.

### **Resources**

Each class has a range of materials to support the writing process. Writing materials are kept accessible and organised and pupils are encouraged to take care of the equipment and return it to where it belongs. Each class also has a set of age appropriate dictionaries and thesaurus.

### **Speaking and Listening**

#### **Aims**

Enable children to:

- communicate effectively, speaking with increasing confidence, clarity and fluency
- participate in discussions and debate in a variety of contexts
- listen to the views, opinions and ideas of others with increased interest
- articulate ideas and thoughts clearly with appropriate tone and vocabulary, recognising audience
- respond to questions and opinions appropriately
- retell stories and poems which are known by heart
- ask questions with increasing relevance and insight

#### **Entitlement**

Pupils have access to a wide range of speaking and listening opportunities that include:

- Planned teaching and learning of speaking and listening skills, drama, group discussion and interaction
- talking about their own experiences, recounting events
- participating in discussion and debate
- talk for writing
- retelling stories and poems
- expressing opinions and justifying ideas
- listening to stories read aloud
- presenting ideas to different audiences
- taking part in school performances
- responding to different kinds of texts
- talking to visitors in school
- listening to ideas and opinions of adults and peers
- role-play and other drama activities across the curriculum.

## **Teaching and Learning**

Teachers provide a wide range of contexts for speaking and listening throughout the school day.

Teachers model speaking clearly; this includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English.

Teachers are also sensitive in encouraging the participation of retiring or reticent children. Listening is modelled as is the appropriate use of non-verbal communication, respecting the views of others.

Early year Speaking and Listening targets are set each week within the communication strand.

Roles are shared with pupils: sometimes a pupil will be the questioner, presenter, etc. Learning takes place in a variety of situations and group settings. For example these could include pick and mix presentations, reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school, responding to a text in shared or guided reading.

Through assessment for learning strategies such as 'Talking Partners', through discussion and debate, pupils are explicitly taught a range of speaking and listening strategies, skills and objectives in planned and systematic progression throughout the school.

## **Spelling**

### **Aims**

To enable children to:

- understand the alphabetic code and spell accurately in order to communicate effectively and independently in writing
- understand the conventions of English spelling in order to be able to decode and read text independently, accurately and fluently
- be creative and use ambitious vocabulary
- proof read their work accurately

### **Entitlement**

In an age of electronic English, children still need to express themselves quickly and accurately on paper. The ability to be able to spell correctly is an essential life skill and one that society demands.

## **Teaching and Learning**

Phonics is taught through the Sounds Write programme which develops understanding of the alphabetic code, the phonemes of the English Language and their corresponding graphemes and skills in segmenting phonemes for spelling and blending them for reading. This phonics learning leads seamlessly into teaching and learning of spelling, which continues throughout KS2 and into the No Nonsense Spelling programme.

Explicit links are made between teaching of handwriting and the teaching of spelling.

From years 1 to 6 spelling lists are sent home for practise and / or investigation of spelling rules. Children are assessed in weekly tests.

## **Resources**

Sounds Write

No Nonsense Spelling

## **Assessment and Targets**

Formative and summative assessment are key to the delivery of high quality English teaching and learning. AfL is embedded in the school and teachers assess and annotate lesson plans.

Children have individual targets for writing and group guided reading targets. These are regularly reviewed both by the child and teacher and new targets set. Targets are shared with parents at parents' evenings.

Reading is assessed during guided reading sessions and through comprehension activities. Writing is assessed using Ros Wilson Criterion at the end of each taught unit and when children can write independently and without support. Different genres are used in these assessments. Writing moderation takes place termly to ensure standards are secure, accurate and consistent.

Spelling is assessed twice a year in KS1 and KS2 using the Single Word Spelling Test. This takes place in term 2 and 6.

Progress in Sounds Write is assessed three times a year and data collected and analysed. (End of term 2, 4 and 6).

Year 1s complete the national phonics testing and any Year 2 children who do not pass also completes the test again.

Assessments are inputted into SIMS for analysis and action by the head teacher and English leader.

Signed \_\_\_\_\_ Date \_\_\_\_\_