



English Policy

Rationale: 'A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.' The National Curriculum (2014)

Intent

The overarching aim for English in the national curriculum 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 wide spread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- 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 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.

The Early Years Foundation Stage

English in Early Years is based upon the Foundation Stage Profile strands of Communication and Language, and Literacy. Communication and Language, and Literacy depend on learning and being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. These areas of learning include communication, speaking and listening in different situations and for different purposes, being able to read and talk about a wide range of books, reading simple texts and writing for a variety of purposes. To give all children the best opportunities for effective development and learning in Communication and Language, and Literacy, practitioners should give particular attention to:

- providing opportunities for children to communicate their thoughts, ideas and feelings and build relationships with adults and each other
- incorporating Communication and Language, and Literacy development in planned activities in each area of learning
- giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books
- giving opportunities for linking language with physical movement in action songs and rhymes, role play and practical experiences
- giving opportunities to, and encouraging pupils to write for a purpose
- planning an environment that reflects the importance of language through signs, notices and books
- providing opportunities for children to see adults writing and for children to experiment with writing for themselves through making marks, personal writing symbols and conventional script



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- providing time and opportunities to develop spoken language through conversations between children and adults, both one-to-one and in small groups, with particular awareness of, and sensitivity to, the needs of children for whom English is an additional language, using their home language when appropriate
- providing daily phonics teaching following the OUP Floppy Phonics scheme

Key Stage 1

Children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

Key Stage 2

Children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

Implementation

The teaching of English is taught through 4 key areas:

- Spoken Language
- Reading-Word Reading and Comprehension
- Writing-Transcription and Composition
- Spelling, Vocabulary, Grammar and Punctuation

It is important to note that each is closely interrelated with the next, so it becomes increasingly difficult to consider one without the other(s).

Speaking and Listening

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English.' They should:

- justify ideas with reasons
- ask questions to check understanding
- develop vocabulary and build knowledge
- negotiate
- evaluate and build on the ideas of others
- give well-structured descriptions and explanations
- speculate, hypothesise and explore ideas
- organise their ideas prior to writing

The ability to confidently articulate feelings, thoughts, ideas, questions and decisions verbally, is extremely important and actively encouraged at Highfield. From Reception to Year Six, staff model speaking in full sentences and discuss with children the appropriate tone and volume for different situations, for example; the voice we use in a class assembly is different from the one we use when we are talking to our friends. Throughout school, pupils are often encouraged to talk through their ideas e.g. before writing a piece of text in English or completing reasoning activities in Maths lessons.

During their time at Highfield, all children will have the opportunity to take part in the following:

- drama activities
- class assemblies



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- celebrations assemblies
- yearly productions
- School Council

Children with additional speech and language needs are identified and specialist help is provided, where appropriate, with our dedicated speech and language support HLTA.

Reading

We aim to promote and encourage a love of reading for all children throughout the school. There is strong evidence linking reading for pleasure and educational outcomes. We know that academic attainment is of vital importance, but the benefits of reading for pleasure go beyond this and stretch throughout a person's life.

Foundation Stage and Key Stage One

In the Foundation Stage and Year One pupils are taught to read through the application of phonics following the 'Floppy's phonics' scheme. Daily phonic sessions focus on the skill of blending sounds for reading and learning key tricky words. Pupils are listened to read individually each week and books matching their current phonic level are sent home. Comprehension skills are taught through shared thinking during daily story time / teaching opportunities. In Years one and two, pupils will be part of a guided reading group (when appropriate). A text of an appropriate level will be used and the teacher should plan questions activities around the text that encourage the children to enjoy, understand, discuss and analyse the written word in a supported environment.

Key Stage Two

Teachers read with pupils a range of texts focusing on comprehension and specific features in relation to objectives and content domains. This is an opportunity for teachers to model the act of being a fluent reader. Teachers demonstrate to the class by 'thinking aloud' the skills required to be a reader. For Novel Study, the text chosen should be at a level slightly higher than the majority of the class and the teacher should plan bespoke questions, activities, differentiated as appropriate, around the text that encourage the children to enjoy, understand, discuss and analyse the written word in a supported environment, using the Blooms Taxonomy of Questions. We aim to have regular reading sessions outside of English lessons – a minimum of four times weekly. Alongside using novels and non-fiction texts, teachers are confident in using picture books and film clips to further support and develop children's abilities to infer, deduce and make explanations.

Independent Reading-Whole School

Children are heard reading independently by an adult on a regular basis, changing their books when required. Children work their way through the stages according to their ability, progressing to reading literature of their choice (checked for suitability by an adult where necessary). Pupils accessing phonics will always have a reading book matched to their phonic knowledge and current phonics teaching.

In Key Stage Two, each classroom has a range of books for children to use for independent reading. Every class aims to have a range of books including:

- Fiction – the choice of books reflects the spread of interest and reading abilities across the class, for example picture books, graphic novels, etc
- Non-fiction – as wide a range as possible, including plenty linked to the subject areas being studied
- Books from a range of cultures and covering a range of themes are interwoven through all collections

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There is an expectation that every child reads at home for at least 15/20 minutes a day, initially with an adult but increasingly independently in Upper Key Stage Two, as they move off the school reading scheme and become free readers.

Writing

We know that children draw on their experience of reading when developing their own writing. When children have explored a range of texts across genres, they form an understanding and appreciation of how language functions and how best to use this when writing themselves. To this end, we endeavour to choose high quality, engaging stimulus motivate pupils to produce high-quality writing, including novels, picture books, video, music and poetry.

Foundation Stage

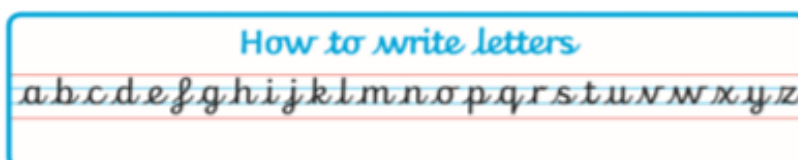
Writing in the Foundation Stage is based strongly upon sound phonic knowledge, having something to write about, being able to communicate effectively, and having good fine motor control. Activities to support all of these areas are provided regularly. Pupils participate in daily phonics session which focus on the skills of learning the sounds needed and being able to segment words for spelling. Opportunities are provided within provision to develop good fine motor control, as well as weekly handwriting activities. The themes of learning in the Foundation Stage drive the writing curriculum and pupils regularly write for a purpose. Direct teaching, scaffolding and guided support are all used within the curriculum to teach pupils how to write, including simple punctuation such as finger spaces, full stops and capital letters.

Key Stage One and Two

Pupils are taught and reminded of correct use of punctuation and grammar, dependent upon their age and ability. Lessons may be taught discretely and then the learning embedded within all English lessons and in all other writing opportunities. Extended writing should give children the opportunity to demonstrate their understanding and ability to use what they have learned. Pupils have constant opportunities to remind themselves how to use the age-related grammar and punctuation expectations by using their 'Use Its' as part of the planning process for extended writing.

Children write often and should complete a piece of extended writing regularly. Writing is assessed termly, by looking at a range of writing that a pupil has produced (including cross-curricular writing) and giving an overall judgment, based on consistent application of age related criteria. Staff also use our 'Use Its' to make comparative judgements, using repeated comparisons. Writing moderation sessions are carried out in year groups when completing assessments to ensure accurate judgements are made.

We want our pupils to enjoy writing and to see that it has a purpose. So, not only do we try to plan exciting and purposeful activities to motivate children to write articulately and eloquently, but we also encourage children to spend time writing for purpose including writing a personal diaries at home and writing letters in school to authors, local councillors and external providers.



Handwriting

A consistently high standard of presentation and handwriting is promoted across the whole school, which all children and staff recognise, understand and follow. For children and teachers this aims to foster a sense of pride and respect in their work. At Highfield Primary School, children are taught to write legibly, fluently and at a reasonable speed. Cursive handwriting is taught from Reception, where appropriate.



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- The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading: transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

Phonics

From September 2021 we follow the 'Floppy's Phonics' teaching scheme. Children in FS and KS 1 receive daily discrete phonics teaching. Pupils in Year 2 use the NC to structure their daily phonics session following a thorough recap of all sounds and spelling patterns taught.

For pupils in Year 2 and Key Stage 2 who still need phonics teaching, intervention is provided.

See Phonics Policy for further detail.

Spelling, Punctuation, Vocabulary and Grammar

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed in the curriculum. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers. Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Spelling is taught through:

- The systematic teaching of phonics in KS1 using the 'Floppy's phonics' scheme
- Developing an increasingly wide knowledge of vocabulary and grammar which are taught implicitly and explicitly from Year 1 through to Year 6 using the appendices in the new National Curriculum
- Regular dictionary and thesaurus work. ☑ Use of word banks and spell checks.
- Regular opportunities to identify and use spellings within a context.

Impact

The impact and measure of the English curriculum is to ensure children not only acquire the appropriate age-related knowledge, but also skills which equip them to progress from their starting points, and within their everyday lives.

Long term pupils will:

- be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning
- be able to read fluently both for pleasure and to further their learning.
- enjoy writing across a range of genres
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded
- have a wide vocabulary and be adventurous with vocabulary choices within their writing
- have a good knowledge of how to adapt their writing based on the context and audience



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- leave primary school being able to effectively apply spelling rules and patterns they have been taught
- make good and better progress from their starting points to achieve their full potential

Planning

- Long term planning for each year group can be found on our website
- Medium term planning can be found in school. This is comprehensive week-by-week plan detailing what is taught each week in writing.
- Reading and phonics planning can also be found here, detailing what novels/books/non-fiction/poetry will be studied
- Cross-curricular links are made, wherever is appropriate, to maximize opportunities for writing. E.g. diary writing as an evacuated child in WW2
- Topic work, Science and RE work provide excellent opportunities for independent writing
- Pupils entitled to Pupil Premium funding may be given additional English support in small focus groups
- Pupils with EAL may be given additional English support depending on need
- Book scrutinies by the English leads as part of staff meeting time are completed throughout the year.
- Key English development areas are added to the School Improvement Plan when appropriate

Assessment:

- Staff assess pupils learning during and as part of every session, they adapt their practice accordingly.
- Formal assessments of reading comprehension ability are carried out, tracked and monitored termly – twice a year with NFER tests
- Writing standards are assessed using agreed criteria in years 1,3,4 and 5, and using interim assessment framework for years 2 and 6. Reception class use the EYFS document. These are tracked twice a year as per our assessment policy.
- Writing is assessed across the curriculum through a number of subjects. Staff use a range of evidence to assess a pupil's writing attainment.
- Staff moderate internally to ensure judgements are secure and can seek out support from English coordinators and teachers from year groups higher to ensure accurate judgments.
- End of Key Stage Assessments are analysed by the English Co-ordinators and Head teacher and feed into the school development plan
- The English Coordinators and Deputy Head reviews standards compared to local, national and other external data annually

Review

- Reviews are carried out by the English Coordinators to assess short-term gains and future target areas.
- Budget allocation is discussed with the Senior Leadership Team and future spending is targeted to raise achievement.
- The English coordinators keep up-to-date with current research and pedagogical recommendations and adjusts school strategy accordingly.
- English coordinators attend Red Kite English cluster meetings to work with other English coordinators to encourage positive discussions and share good practise.
- Staff meetings are allocated to ensure that relevant research and pedagogical recommendations are disseminated amongst staff.
- Close links to ITT providers and teaching schools ensure pedagogy is current and effective.



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- This policy is reviewed annually and adjusted in light of any local or National recommendations.

Policy review November 2022