



## Rockland St Mary and Surlingham Primary School

### English Policy

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<b>Date</b>	September 2019
<b>Executive summary</b>	This policy has been reviewed and amendments made in the section on phonics and T4W to explain our methodology in more detail.
<b>Review Body</b>	Teaching staff
<b>Endorsed by</b>	Governing Body
<b>Review frequency &amp; next review due</b>	Annually – September 2020
<b>Comments</b>	<p>This policy is available on our school website and is available on request from the school office.</p> <p>This policy will be reviewed in full by the Governing Body on an annual basis.</p>

# SAPIENTIA EDUCATION TRUST

Being Literate is defined as having the united skills and knowledge of reading, writing and oral language. In our schools we aim to develop children's abilities to communicate their ideas, views and feelings effectively in both speech and writing and to listen with understanding.

It is our aim to ensure that there is equality of access and opportunity for all children to develop their language and communication skills. We strive to enable the children to express themselves creatively and imaginatively through the spoken and written word and to become enthusiastic and critical readers of a rich variety of texts.

This policy will detail our approach to;-

1. Speaking and Listening
2. Phonics and Spelling
3. Reading
4. Writing

It should be read in conjunction with the Handwriting and Presentation Policy.

## **SPEAKING AND LISTENING**

Speaking and listening are essential parts of a child's language experience. Children receive and develop ideas initially through the spoken word. To enable them to develop as effective speakers and listeners we will provide opportunities throughout their curriculum for the children to

- Speak clearly, fluently and confidently to different people
- Listen with concentration, understand and respond appropriately to others
- Build on, extend and develop the ideas of others
- Enable the children to adapt their speech to a wide range of circumstances and demands
- Perform and respond to a range of age appropriate poetry

It is crucial that the teaching of speaking and listening takes place in the context of meaningful language activities. Speaking and listening is an integral part of work covered in all subjects and opportunities to develop speaking and language skills are sought throughout the curriculum. The children are actively encouraged to share and develop their ideas through an inquiry- based curriculum.

## **PHONICS AND SPELLING**

We recognise the importance of a thorough and systematic approach to teaching phonics. The Letters and Sounds programme is used to deliver synthetic phonics from Reception through Key Stage 1 and into Key Stage 2 as necessary. We have clear expectations of pupils' phonics progress term-by-term, from Reception to Year 2.

Our Phonics scheme, Letters and Sounds, sets out a detailed systematic synthetic programme to promote children's speaking and listening skills and prepare them for learning to read by developing their phonological awareness and oral blending. We ensure effective use of decodable books in the early stages of learning to read, as a way

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of establishing phonic decoding. Children practice early reading with fully decodable books that are matched to phonic knowledge. Teaching is applied and reinforced when appropriate throughout the day.

We use Letters and Sounds because it supports linking sounds and letters in the order in which they occur in words and draws on and promotes other areas of learning in the Early Years Foundation Stage, particularly Personal, Social and Emotional Development and Communication, Language and Literacy. All staff involved are fully trained in teaching the programme and on-going refresher training is periodically provided. The English lead ensures quality, consistency and continuity of teaching through monitoring. Thus the quality, consistency and continuity of teaching are all of high quality.

Grouping is often used to ensure success for all abilities and TAs are deployed and used effectively. Progress is continually assessed and termly checks made. There is particularly close monitoring of children making slowest progress and enough additional support provided to enable them to keep up. Children experiencing significant difficulty are provided with intensive, individual support to reach required standard.

In Key Stage 1 Phonics sessions are taught five times a week within differentiated phonics groups. The emphasis is on the pupil's ability to segment words into phonemes and match the most likely letter or letters to each sound by accessing the alphabetic code. In addition children learn how to spell a number of high frequency words. They investigate and learn how to use common spelling patterns. Whilst in Key Stage One, children learn to spell the words on the statutory word lists for years 1 and 2. Pupils are taught how to use simple dictionaries and word logs.

In Key Stage Two spelling is taught discretely as part of the English curriculum. Children investigate common spelling patterns and word families and build their spelling vocabulary. They explore the structure of words identifying their root and how these can be changed through the addition of different prefix and suffixes. They do this through a series of activities, games and in-class tests that help to monitor and track progress and identify gaps in spelling knowledge. Whilst in Key Stage Two children learn to spell the words on the statutory word lists for Lower Key Stage Two (year 3 and 4), and Upper Key Stage Two (years 5 and 6).

### **READING**

The teaching of reading is an important part of our curriculum. We strive for and encourage a positive attitude to books and an interest in reading a good variety of literature both for pleasure and as a means to acquire knowledge.

Children in EYFS take part in adult supervised paired reading everyday. They read books that are matched to their current learning in phonics and take these home to share with an adult. This matching of phonic sounds and reading books continues as children progress into year 1.

Progress in phonics is tracked termly for children in EYFS, Year 1 and Year 2 in the year and gaps in learning are identified. This analysis informs phonics teaching for different groups and some children may receive phonics intervention based on this data. For any child in any year group who fall behind in reading, they will be heard reading by an adult everyday and will also receive focused reading intervention.

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Children are actively encouraged to read for pleasure and opportunities are made for this within the timetable. All children are encouraged to take books home to read and share with the family.

All children have a Reading Journal in which they or their parent/carer are able to record their individual reading. This provides a simple record of what has been read and their engagement with the text.

Reading is also celebrated during assembly, with a devoted 'Bookworm' assembly led by children from Reception to year 6 who give book reviews based on recent reading from both in class opportunities and reading at home. Years 5 and 6 are given leadership responsibilities within this assembly and are appointed 'Reading Ambassadors'. They give a certificate for the most inspiring book review of the week, announced in sharing assembly.

Guided reading takes place for all children from years 1 -6 and can take the form of carousel groups, whole class or a variation of the two depending on the needs of the children. In KS1 guided reading is timetabled for 1 hour per week split over three 20 minute sessions and in KS2, a 1 hour session once a week. The aim of guided reading is to develop specific skills in comprehension across a wide range of texts that will equip children with all they need to become confident, analytical and enthusiastic readers. Reading comprehension skills taught follow the national curriculum content domains and cover skills in vocabulary, inference, prediction, explanation, retrieval, sequencing (KS1) and summarising (KS2) VIPERS.

### **WRITING**

Writing is taught through the Talk for Writing approach (T4W). We have chosen this strategy as it is based on the principles of how children learn and can be adapted to suit the needs of learners of any stage. It enables children to read and write independently for a variety of audiences and purposes within different subjects.

The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text' as well as close reading. The approach moves from dependence towards independence using the three stages of imitation, innovation and independent application.

The T4W stages are as follows:

1. Baseline and planning - teachers use an initial 'cold task' as a starting point to find out what children can do independently using prior learning. Assessment of this task allows the teacher to set two targets for each child that will improve their writing and meet relevant year group expectations for writing.
2. Imitation stage - teaching begins with a creative 'hook' to gain children's interest. A model text is written that has built into it structures and language devices that the students will need when they are writing and feeds into the targets that's have been set. The children learn to 'talk the model text' through oral rehearsal and actions.
3. Innovation stage - Once the children are familiar with the model text they are ready to create their own version. Children are lead through telling new versions of text by the teacher through shared, guided or modelled writing.

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4. Independent application and assessment – children are now ready to use the structures they have learnt and apply this to their own independent piece of writing or 'hot task' which will show progression through the unit and in comparison to the initial cold task. Achievement of targets will also be assessed.

### **PUNCTUATION AND GRAMMAR**

Where appropriate, grammar and punctuation is taught through T4W using National Curriculum year group objectives. Grammar and punctuation targets may be set as part of the cold/hot writing task cycle used for both fiction and non-fiction writing. It is recognized that, in order for all objectives to be covered, some grammar and punctuation objectives will be taught in discreet teacher led sessions.

### **HANDWRITING AND PRESENTATION**

The ability to write legibly is important, as is pride in the presentation of work. Children who are able to write with ease are more able to concentrate on the content of their writing. It is expected that the majority of children will be starting to use a cursive style by the end of year 2. By year 6 children will have developed a consistently joined and legible cursive handwriting style.

In EYFS children have access to mark making equipment as part of their free flow activities and are assisted in forming a recognised pencil grip. In KS1 letter formation is taught daily in teacher led 10 minute sessions. Cursive handwriting is introduced at the end of year 1. All children are expected to be joining their handwriting by the end of year 2, with the possible exception of some SEND children and children for who fine motor control is particularly challenging.

In KS2 Handwriting is taught explicitly 3 times a week in 15 minute sessions. These take the form of guided sessions where the teacher models correct letter and join formations and independent application, where children can practice and apply what they have been taught.

Please refer to our Policy for Handwriting and Presentation for further information.

### **ASSESSMENT OF ENGLISH**

For information on the assessment of English please refer to our Assessment Policy.

### **PARENTAL INVOLVEMENT**

We aim to involve parents in the development of children's skills, knowledge and understanding in all aspects of English.

There are opportunities each term when parents can discuss their children's progress with their teacher. Half termly overviews provide information about the English curriculum. Reading cafes provide parents with information on how they can support their children with reading. The use of reading logs emphasise the importance of reading. Parents are encouraged to read both with and to their children at home in order to promote reading and to record this in their child's log. Parents are also encouraged to help their child with English homework. This may include weekly spellings, grammar and punctuation activities and short writing tasks.