



Leamington Community Primary School

Together we make a Difference

English Policy



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Leamington Community Primary School English Policy

Mission Statement

We at Leamington Community Primary School will work to provide a happy, secure and stimulating environment in which every child is valued and encouraged to achieve their full potential through the development of a love of learning and a desire to expand their knowledge.

Aims

At Leamington, we strive to make all our lessons exciting and engaging. Through quality narrative texts, we aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. We design our curriculum using a range of teaching techniques including 'Narrative Immersion' and 'Talk 4 Writing'. Pupils will be given opportunities to use language to learn and communicate ideas views and feelings, read and write for a wide range of purposes within a balanced approach to the teaching of English across the curriculum with opportunities to consolidate and reinforce taught English skills.

At Leamington Community Primary School, the aims of our English Curriculum are for children to:

- read easily, fluently and with good understanding
- develop the skills of prediction, questioning, deduction, inference, draw on prior reading and summarise.
- 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.
- 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 explain clearly their understanding and ideas.
- ensure they are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- be able to explain, reason, justify and process talk

English in Foundation Stage

Statutory requirements for the teaching and learning of English are laid out in the Literacy section of the Curriculum Guidance for the Foundation Stage (2014).

In the Foundation Stage (Nursery and Reception) children should be given opportunities to:
speak and listen and represent ideas in their activities;
use communication, language and literacy in every part of the curriculum;
become immersed in an environment rich in print and possibilities for communication, reading and writing

Communication and Language and Literacy

We believe that children's learning and competence in communicating, speaking and listening, being read to and beginning to read and write must be supported and extended. We provide children with the opportunity and encouragement to use their skills in a range of situations and for a range of purposes. We support them in developing the confidence and disposition to do so. Communication and Language (CL) is one of the *three prime areas* of learning and development in the EYFS framework. Communication and language development involve giving children

opportunities to speak and listen in a range of situations, and to develop their confidence and skills in expressing themselves.

Communication and Language covers the three different aspects of how young children's language skills develop:

- Listening and attention – children tuning in to what they can hear and listening carefully. This is how children learn to distinguish between different sounds as a build up to learning how to read and write.
- Speaking – how children use words to express their needs, ideas and feelings and as a way of sharing what they are thinking with other people. Children need lots of opportunities to talk before they will be ready to communicate through writing.
- Understanding – how children make sense of spoken language, starting with simple short sentences and building up to more complex questions and sentences.

To develop their communication and language skills, children need to learn: how to listen and pay attention; how to speak; how to make sense of what they hear.

Literacy is one of the four specific areas of learning in the EYFS framework. It has been separated from the other aspects of Communication and Language. Literacy is broken down into the following 2 aspects:

Reading – how children understand and enjoy stories, books and rhymes. How children begin to recognise that print carries meaning, both fiction and fact, and reading a range of familiar words and simple sentences.

Writing – how children build an understanding of the relationship between the spoken and written word and how through making marks, drawing and personal writing children ascribe meaning to text and attempt to write for various purposes.

We know that all children learn best through activities that engage all the senses. We therefore plan play based activities which involve music, dance, rhymes and songs to support language development. Children and staff have strong relationships, which allows children to communicate thoughts, ideas and feelings both verbally and non-verbally. Speaking and listening is an essential part of CL in the Foundation stage because as children develop speaking and listening skills they build the foundations for literacy, for making sense of visual and verbal signs and ultimately for reading and writing. Children need varied opportunities to interact with others and to use a wide variety of resources for expressing their understanding, including mark-making, drawing, modelling, reading and writing. The children have the opportunity to develop these skills on a daily basis through our well-planned continuous provision and also daily Literacy activities in Reception. All children in Foundation Stage have dedicated story times on a daily basis to share books, rhymes and songs. We also allow children to see adults reading and writing and encourage children to experiment with mark making.

Read, Write Inc Phonics

In Nursery we introduce Read, Write Inc Phonics set 1. This concentrates on developing children's speaking and listening skills, phonological awareness and oral blending and segmenting. The children in Reception work in small groups to carry out Read, Write Inc Phonics sessions on a daily basis. The set the children are working at is dependent on the child's ability- all children are supported and challenged appropriately through well differentiated groups.

Approaches to Speaking and Listening

We are committed at Leamington to using the Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama. These 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. At Leamington we have a mind friendly approach incorporating drama activities and the use of role play whenever possible. Talk for Writing is incorporated whenever possible alongside Narrative Immersion. There are opportunities for children to participate in *show and tell*.

Approaches to Reading

Shared reading is an integral part of English lessons as well as class readers and story time. Guided reading is covered in different ways as a discrete session outside the English lesson. Independent reading, all children are encouraged and given time to read for pleasure. Each classroom has a designated area for this purpose. The teachers at Leamington also demonstrate good practice by reading with and in the sight of the children. We have reading buddies with the help of K.S.2 children who support key stage 1 and Reception children.

For Children who are accessing Read, Write Inc Phonics sessions they will receive two books from the scheme each week. These books are banded from Red Ditty to Grey. Our Reading scheme books are banded from Pink Band to Grey Band and children take these books home to read. Reading records are kept in school.

In Early Years, Nursery send story books, poems and rhymes home for parents to share with their child, encouraging a love and enjoyment of books. Reception also provide children with stories to share. When staff feel the children are ready they will introduce phonic books that match the child's sounds knowledge and phonetic ability.

At Key Stage One (Years 1 and 2), 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. The children will be given two phonic books that match the child's sounds knowledge and phonetic ability.

At Key Stage Two (Years 3-6), 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. The children will be given a book that match the child's reading ability.

Steps to Read

As an approach to improving progress in reading and a solution closing the gaps caused by lockdown, we have worked closely with Literacy Counts to implement a new whole class shared reading scheme which aims to enrich our immersive curriculum and increase the children's exposure to quality fiction and non-fiction texts.

By introducing shared reading lessons to the curriculum, we are not only developing comprehension skills and improving children's knowledge and understanding in a range of broad and balanced subject areas, we are explicitly teaching children skills that will make them expert readers such as prediction, questioning, deduction, inference, drawing on prior reading and summarising. We are also helping children to develop oracy skills such as retelling, explaining, reasoning, justifying, process talk and collaborating with others as well as rich ambitious and

archaic vocabulary. We also believe that through this scheme we are teaching an awareness of linguistic conventions as well as developing a love of reading.

Approaches to Writing

Read, Write Inc Phonics is taught on a daily basis from Foundation Stage to Year 2 and where necessary in Year 3 and 4. Read, Write Inc Spellings scheme is used as stand-alone or integral to English lessons from Year 2 to Year 6. A multi-sensory approach to spellings is encouraged throughout the school.

Shared Writing is an integral part of English teaching and may also be used in other curriculum subjects such as History, R.E. and Science. At Leamington we use many writing strategies to inspire the children to write independently. Handwriting is taught throughout the school using the Bubble Handwriting scheme.

Immersive writing

Each half term, the children will build up to at least 2 pieces of independent writing. This will come at the end of each unit of work based around a genre of text. The work is a culmination of all the learning that has taken place across the unit. At the start of each unit, the children are immersed in examples of quality text from a specific genre. They then look closely at the features of that genre and unpick the structural and language features. They may also look at subject specific vocabulary. From here, the children will look closely at each feature in more detail and will finally learn to plan, write an edit a piece of writing independently.

This writing is done in a separate book to the children's day to day English book called their 'Immersive Write Books'. The children take great pride in these books and they show progression in writing across the year. In Key Stage 2, these books follow the children up the school which shows progression in writing from Year 3 to Year 6.

Children also use elements of Pie Corbett's Talk 4 Writing model to unpick texts and build vocabulary to support their writing. Children orally re-tell stories and compose their own versions before publishing in a range of ways.

Cross-curricular English opportunities

Teachers at Leamington always seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practice and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

Assessment

After each Immersive write, teachers identify strengths and areas for development in writing which informs their planning for the following week. Teachers mark against writing expectations for each year group taken from the National Curriculum. Teachers also assess writing daily, where possible with children in order to give immediate verbal feedback. At the end of Key Stage 1 and 2, children's writing is assessed using pieces writing taken from foundation subjects. This is then moderated internally and externally.

Supporting children's mental health

At Leamington children's mental health and wellbeing is priority to give the children the support to thrive. During our wellbeing Wednesday afternoon sessions many of the mental health themes are introduced to the children through stories. Within the sessions, these themes are developed and

understood by the children using their speaking and listening skills, as a class they take part in circle time and whole class discussions.

Supporting SEND within English

The English Curriculum is delivered using the Primary National Strategy framework. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. At Leamington, work is differentiated across the year group according to ability. Learning Support Officers provide support to identified groups of children. Through our English curriculum, we adopt a range of teaching approaches to support the individual needs of all pupils. The children receive differentiated tasks to suit their needs as well as adult support from the class teacher or LSO

Equal Opportunities

As mentioned in the Disability Equality Scheme, all reasonable adjustments will be made to the literacy curriculum to allow all stakeholders to have access to the full curriculum regardless of any disability. Any child with a disability will be targeted, tracked and planned for to ensure they have full access to the curriculum and that good progress is made.

Role of the Subject Leader

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

Monitoring and evaluating English: -

pupil progress

provision of English (including Intervention and Support programmes)

the quality of the Learning Environment;

the deployment and provision of support staff

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 involvement

Parents can support with English by ensuring that they read with their child on a regular basis.

Asking questions about the text. Taking their children to the local library. Help with spellings and homework. Develop speaking and Listening skills by discussing topics covered in school with the help of talk homework. The home school sheet issued each half term gives parents ideas on ways to support their child through their current English topics.