



Lympstone C of E Primary School English Policy

‘Let all that you do be done in love’

1 Corinthians 16:14

Vision Statement

“Let all that you do be done in love.” (1 Corinthians 16:14)

‘In doing this we aim to enable each child to flourish by celebrating their individual strengths so that their greatness is not overlooked. This creates a sense of dignity, respect and love for themselves, which they can then recognise and celebrate in others within the community and the world.

English Policy Statement

This policy is intended to provide clear guidance for the delivery of the English curriculum through-out the school and over the three stages: Foundation, Key Stage One and Key Stage Two. It aims to reflect the needs of the children within the school as expressed in the aims of the school and as set out in the National Curriculum. It is intended that this policy will provide a corporate statement of purpose, ensure that each and every child’s entitlement to English experiences is realised and provide a clear basis from which to plan programmes of work.

Aims (progression of skills)

The broad aims of English are set out within the National Curriculum (2014). The purpose of English education in our school is to promote fluency in language and communication in both written and spoken forms. By this, we mean that pupils are able 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.

The aims of English are to enable pupils to:

- 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 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.

Curriculum (how)

Spoken Language:

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Reading:

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

Writing:

Pupils should be taught how to plan, revise and evaluate their writing. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

In accordance with the structure of the National Curriculum, at **Lympstone Primary School**, we have agreed that:

Classroom planning in all areas of our English provision should ensure pupils are encouraged to reach their full potential. This will involve planning additional provisions, extensions and differentiating tasks for both SEND and G&T groups.

Reading

- All pupils at KS1 &2 will have a taught Guided Reading session at least 3 times weekly delivered by a teacher. All other tasks administered during this time will be a reading related 'Directed Activity Related to Text' (DART). This evidence should be collected in either the English book or SPaG book as appropriate. Guided reading should be focused on objectives from the National Curriculum for the relevant year group. Each child should have an assessment sheet with their year group specific reading objectives to be periodically dated when objectives are achieved. Each guided reading session should also be recorded in notes by the adult reading with the group. Notes and comments should be focused on achievements of individuals and direct quotes when pertinent and useful as evidence.

- Every child is expected to read at home to an adult at least 3 times weekly. They should have an individual Reading Record that is used to note down their reading. All reading with an adult at school or at home should be recorded in the Reading Record.
- Every child should take part in the Rainbow Reading Challenge once they have reached 'Free Reader' level or it is judged appropriate to supplement or incentivise their reading. This Challenge consists of a series of cards detailing a range of genres and authors which need to be read. Each colour card requires the child to read at least 15 books in order to complete it. Once complete, a book prize will be presented in school. As a guide, most children would finish one card within a school year.
- Each class will be a book friendly classroom; books should be easy to access, book corners smart and welcoming, with a place to sit for a while. Each classroom should have a display of topic related books, poetry books, a wide range of fiction, a wide range of non-fiction, a good selection of picture books (this is relevant for all ages) and where appropriate, newspapers
- Each class is timetabled one library slot per week. Children should be able to borrow a book of their free choice from school to read at home. This should be managed at a class level – logging the books taken out and returned. Children may borrow a book from the classroom or the library. Once a book is returned, another can be borrowed.

Writing

- At the beginning of a new teaching sequence, an elicitation task should be administered as a 'cold task' to identify aspects of vocabulary, spelling, punctuation, grammar and language structures to focus on.
- Teachers should select high quality 'Texts that Teach'. Texts should be chosen for their genre, grammar content and language structures to exemplify areas which have been identified for further development.
- Implement a 'Talk for Writing' model; memorisation of 'blueprint' texts is a vital tool in language acquisition where pupils are exposed to wider vocabulary and more complex language structures.
- Each classroom must have or give appropriate access to an English working wall, well stocked and organised book corner, and a range of support materials such as dictionaries, thesaurus, word mats, vocabulary cards and other relevant visual stimuli.
- There should be regular opportunities for Cross curricular writing.

Spelling, Punctuation & Grammar

- Foundation Stage and KS1 will follow Letters and Sounds supplemented by a range of additional resources
- All pupils at KS1 & 2 will have access to discrete Spelling, Punctuation and Grammar lessons delivered through the No Nonsense programmes at least 3 times weekly. This work and evidence should be collected in the pupils' individual SPaG book. SPaG should also be taught within the English lesson context daily and this should be evidenced in the pupils' English book.
- Children will be sent weekly spellings home to learn. Spelling words will be selected in accordance with the National Curriculum and specific to each year group. Spellings will be assessed weekly as part of a dictation activity.
- Every child should have a 'Have a go' spelling sheet inside their English books

Handwriting

- All pupils at KS1 & 2 will have access to discrete Handwriting lessons. Throughout Foundation Stage and Year 1, teaching will focus on developing fine motor skills, mark making, letter recognition and letter formation. From Y2, where accurate formation has been mastered, children will be taught to write and join in a cursive style delivered through the Letter-Join programme. Parents also have access to this programme at home and pupils will be encouraged to practise their handwriting skills further at home.
- English is taught daily in each class to ensure that curriculum entitlement is met. To supplement this, we have additional English enrichment opportunities, focus days, trips and visitors.

Speaking and Listening

- Model a high standard of spoken language and deepen vocabulary expectations
- Integrate vocabulary rich and extending learning opportunities
- Ensure pupils speak and respond in full sentences
- Increase opportunities for pupils to report, present and debate orally
- Use drama techniques to develop expressive language and character

Presentation

- All written work should include full date on the left hand side (this may be printed out before the lesson)
- All written work should include the Learning Objective as an 'I can' statement and include a related #3 Greater Depth statement
- Cursive handwriting should be used from Year 2 upwards
- Diagrams should be drawn in pencil
- When writing on plain pages, guidelines should be used
- No drawings should be completed on lined paper; draw onto plain paper, cut out and stick in
- Margins are to be in all books
- All pupils should be given the opportunity at least once a week to respond to marking in purple pen
- For marking, teachers should follow the school marking code and mark in green pen. Please see the current marking policy

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. Children are assessed in order to ensure that they make good or accelerated progress in English and to plan next steps.

Pupils are assessed in terms of how they are making progress in relation to the National Curriculum Programmes of Study for English. Pupils are assessed against age-related expectations using a variety of formative and summative strategies through written or oral activities/tasks, discussion and observation. Progress is tracked termly through formal methods, book scrutiny and teacher assessment.

In addition, pupils are encouraged to use self-assessment to evaluate their own knowledge and understanding. Progress is commented on as part of the annual report to parents.

At Lymestone Primary School, we have agreed that:

- Elicitation and end of Teaching Sequence tasks will be administered and assessed against a set of relevant success criteria
- Evidence Gathering Grids will be used at the end of a sequence and used as assessment for learning to formulate next steps
- During Assessment week, where appropriate, children will partake in formal assessments such as previous SAT's papers, comprehension or SPaG tasks.
- Termly Bench marking of individual reading levels
- Ongoing Guided Reading assessment records
- Weekly spelling and dictation tasks administered and recorded
- Phonics screening where statutory or necessary
- Guided group records retained from writing or reading sessions taken by teaching support staff

- Teachers will ensure a range of writing evidence is collected over the year covering a variety of genres and language structures and across the curriculum
- Teachers will ensure a range of Reading evidence is collected over the year and this will be collated in a Reading Assessment file. Evidence can be taken from sources such as:
 - Reading Records for all children completed by parents/adults in school and at home
 - Guided reading notes/observations/quotes
 - Reading comprehension assessment tests
 - Bench marking
 - Comprehension activities
 - DARTs activities
 - English books exemplifying book preference and opinion such as book reviews, and ‘book talk’
- Upon regular pupil progress reviews, appropriate, relevant and measured intervention will be deployed and evaluated

Monitoring & Evaluation

The Subject Leader and Headteacher will monitor English provision and standards through lesson observation, work scrutiny, talking to children and reviewing the curriculum with staff.

The Subject Leader is responsible for contributing to the School Development Plan self-evaluation process.

Role of the English Leader

- To ensure that the English policy is implemented and to keep up to date with reviews.
- To have oversight of the English curriculum and keep up to date with local and national changes.
- To monitor, review and update resources.
- To monitor pupil progress and achievement.
- To maintain and build priorities set by the school.
- To develop links with the community.
- To coach, mentor and support teachers in developing their strengths in teaching English, including planning, arranging and delivering CPD as appropriate.
- To liaise with parents to ensure all children receive their entitlement.

Entitlement and Inclusion - EAL, PP, SC, SEND, More Able

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

‘Let all that you do be done in love’