

## English Policy

### Intent

We are passionate about delivering high quality teaching and learning of English. We are committed to helping children develop the necessary skills and knowledge that will enable them to communicate effectively and creatively with the world at large, through spoken and written language. Reading is at the heart of our curriculum, and we promote and emphasise reading for pleasure by exposing our children to a rich variety of carefully chosen literature, both in daily whole class reading sessions, our English units and our class reading books.

Each English learning journey always begins with a high quality text to encourage and enthuse children to write for different purposes. Every year group follows the National Curriculum Expectations for grammar, punctuation and spelling. Each of these strands are woven into each unit of work, to ensure that children have excellent writing outcomes.

We endeavour to provide many creative opportunities for spoken language through oracy opportunities, drama and visual literacy. We expose children a language rich environment to develop vocabulary acquisition from an early age. In Early Years and Key Stage 1, daily phonics is taught systematically using Read, Write Inc. We have found parental involvement very successful when they take an active role in helping with their child's learning.

This policy for English lays out our approach to developing the positive attitudes and essential knowledge and skills necessary for children to become writers. This outlines how we interpret and deliver the National Curriculum programmes of study for writing and underpin our schemes of work and classroom practices.

The overarching aim for English 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 widespread reading for enjoyment.

Our aims are 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 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.

We strive to produce children who are fully literate and articulate, and are prepared for their secondary education and later life. Through engaging lessons, we aim to foster a love of English and language and an enjoyment of learning. We challenge children of all abilities and in order to make good progress in all areas of the English National Curriculum. They are encouraged to have a growth mind-set and to develop the skills of perseverance and resilience. Through English, pupils are given a chance to develop culturally, emotionally, intellectually, socially and spiritually.

## Implement

### The Early Years Foundation Stage

English in Early Years is based upon the Foundation Stage Profile strand of Communication, Language & Literacy.

Communication, 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. This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts and writing for a variety of purposes.

To give all children the best opportunities for effective development and learning in communication, language and literacy, teachers give particular attention to:

- Providing opportunities for children to communicate thoughts, ideas and feelings and build up relationships with adults and each other
- Incorporating communication, 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
- 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
- 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

### Writing

In the National Curriculum for 5 - 11 year olds, English is developed through four key areas:

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

The programmes of study for writing at key stages 1 and 2 consist of two dimensions:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

We follow the Lancashire scheme which engages the children in their writing by stimulating their imagination and linking with learning across all subjects. Writing is taught through high quality

texts, engaging stories and inspirational films, we ensure that all children have access to various genres (fiction, non-fiction, poetry) to develop the children's skills, strategies and understanding.

The teachers also make strong links to writing in other areas of the curriculum such as History & RE. These cross-curricular writing opportunities develop the children's awareness of audience, purpose and effect, whilst also continuing to develop their writing skills in wider contexts. Writing assessments are carried out regularly and the children are given constructive feedback on their 'next steps' of learning.

Writing at Worsthorne is developed through:

#### Shared Writing

This provides an opportunity for teachers to demonstrate writing, including the thought processes that are required. Teachers should make explicit references to genre features, as well as word and sentence level work within the context of writing. Pupils contribute to the class composition by sharing their ideas with partners, in small groups or using individual white boards. This is also the time when children are given the opportunity to discuss, verbalise and refine ideas before committing to print. With knowledge of text type from shared Reading/English sessions, children should be able to generate a list of features that they would expect to use in any writing genre about which they have learned. This can be used by teachers and children alike as one way of assessing children's writing and their understanding of the purpose and organisation.

#### Guided Writing

Children are given the opportunity to work as part of a small group to complete a piece of writing with the support and guidance of their teacher and peers. The group work together to begin a piece of writing and then continue independently whilst the teacher moves around the group and supports with individual needs as they arise. It is important that guided writing sessions are used with the range of abilities represented across the classroom and are planned carefully according to children's targets to promote progression in writing skills for all children.

#### Independent Writing

Children should be given the opportunity for a range of independent writing activities which clearly link to whole class writing objectives. These tasks will need an identified audience, clear purpose and should cover all aspects of the writing process. Children should be given the opportunity to self-assess and peer-assess writing, based on a rubric linked to the learning objective/year group objectives and developed by the class as a whole as part of the teaching sequence leading up to creating an extended piece of writing. Ideally, time to mark pupil's writing should be built into future lessons to allow children to go through their work with an adult, learning from their misconceptions and setting targets for future pieces of writing. As a school, we encourage cross-curricular writing opportunities where possible, using our rich and varied curriculum as an engaging stimulus for the children.

#### Handwriting and Presentation

At Worsthorne, children are taught to write legibly, fluently and at a reasonable speed. We believe a cursive style with correct letter formation must be taught as early as possible.

(Please see the Handwriting and Presentation Policy for more details.)

#### Spelling, Vocabulary, Grammar & Punctuation

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 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. 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

Spelling is develop through:

- The systematic teaching of phonics in KS1 using the 'Supersonic phonic friends' scheme and the recurrent teaching of spelling strategies and conventions at KS2 using the National Curriculum.
- 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 National Curriculum.
- Regular dictionary and thesaurus work.
- Use of word banks and spell checks.
- Regular opportunities to identify and use spellings within a context.

### Phonics

We follow the 'Supersonic phonic friends' phonics scheme. Children in Reception and Year 1 receive 30 minute sessions on a daily basis and are assessed regularly. (See Phonics Policy for further detail)

### Inclusion

In planning work the teachers will aim:

- to provide breadth and balance of language activities for all children
- to provide a differentiated English curriculum to meet the needs of all the children through the continuity of experiences
- to set suitable learning challenges for individuals or small groups of children
- to respond to pupils diverse learning needs
- to liaise with the Special Needs Co-ordinator to ensure that provision is made for all children with S.E.N.D
- to relate activities for S.E.N.D children to their individual targets and personal plans.
- to overcome potential barriers to learning and assessment for individuals and groups of pupils.
- to identify vulnerable groups who are not making expected progress, and provide appropriate support.

### SEND Provision

Pupils identified as needing extra support in English will be given the appropriate help in the classroom. Providing for pupils with special educational needs should take account of each pupil's particular learning and assessment requirements and incorporate specific approaches which will allow individuals to succeed, such as using texts at an appropriate level of difficulty and planning for additional support.

### **Impact**

Children are assessed termly in all classes. These assessments are used to adapt future teaching and ensure at least expected progress is made. Any children not making expected progress are placed on an intervention map where their specific needs are catered for. If children continue to make less than expected progress then the class teacher fills in a 'Cause for Concern' sheet and discusses the needs with the SENDCO.

This policy will be reviewed annually by the English coordinator, in consultation with the staff, and as and when elements of English are identified or prioritised within the School Development Plan.

<b>Date of Policy</b>	<b>July 2021</b>
<b>Person Responsible</b>	<b>Chloe Noon</b>
<b>To be reviewed</b>	<b>Annually</b>
<b>Review Date</b>	<b>July 2022</b>