



## English Policy

### **Aims and objectives**

The study of Literacy develops children's abilities to listen, speak, read and write for a wide range of purposes, including using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

### **The aims of Literacy are:**

- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- to enable children to evaluate their own and others' contributions through a range of drama activities;
- to develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- to encourage children to become enthusiastic and reflective readers;
- to develop children's high level skills of comprehension;
- to help children enjoy writing and recognize its value;
- to enable children to write for different purposes and audiences, in both narrative and non-fiction;
- to increase the children's ability to use planning, drafting and editing to improve their work.

### **School Curriculum**

Curriculum planning takes account of the needs of all pupils and considers them in relation to the various strands. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.

The curriculum builds on pupils' starting points and is adapted appropriately to ensure the inclusion of, boys and girls; pupils who are disabled; pupils learning English as an additional language; pupils from minority groups; pupils who are gifted and talented; pupils with special educational needs. Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity.

## **Teaching and learning style**

At Griffe Field Primary School we use a variety of teaching and learning styles in English lessons, as recommended by the Early Years Foundation Stage Curriculum and 2014 English Curriculum. Our principal aim is to develop children's knowledge, skills, and understanding in Literacy. We do this through cross curricular learning in Foundation Stage and a daily lesson starting from Key Stage 1. During these lessons children experience a whole-class shared reading or writing activity, a whole-class SPAG activity, a guided group or independent activity and a whole-class session to review progress and learning. In Key Stage 1, word level work is developed with discrete, differentiated sessions using Little Wandle Letters and Sounds and the No Nonsense Spellings scheme (in Year 2). Speaking and listening activities, including Talk for Writing and drama, are also taught throughout the teaching sequence. Children have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries, thesauruses and a wealth of media and ICT equipment to support their learning. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

There are children of differing ability in all classes at our school. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons we do it through adapted group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. We use teaching assistants to support and guide children and to adapt work accordingly.

## **Organisation and planning**

English is a core subject in the 2014 English National Curriculum and we use the statutory requirements for English. Starting from Key Stage 1 a English lesson is taught daily, at any time of the day, in mixed ability classes. Within their classes children are grouped based on reading and writing ability, using the school tracking system. These groups are monitored termly and can change depending on progress made.

We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). In Foundation Stage the Early Learning Goals ensure progression of learning which is appropriate to each child's level of development. In Key stages 1 and 2 the 2014 English Literacy Curriculum details what we teach in the long-term. Our yearly teaching programme identifies the key objectives in English that we teach to each year.

Our medium-term plans, which we also base on the statutory guidance, give an overview of the main teaching objectives for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. On these plans, objectives and learning is evaluated and annotated and kept in planning files.

It is the class teacher who completes the weekly (short-term) plans for the teaching of English. These plans list the specific learning objectives for each lesson and give details of how the lessons are to be taught. It also includes details of what each group of children will be learning. Weekly planning is clearly adapted using a planning format appropriate for each Key Stage. We are aware and provide for SEN, target groups, more able and gifted and talented groups of pupils.

## **Spelling**

### **Philosophy**

The staff at Griffe Field Primary School recognises the importance of correct spelling. It is a developmental process. We believe that spelling is a technical skill which is not acquired automatically by most pupils, therefore spelling must be taught.

### **Aims**

Our aims are:

- to enable children to write independently;
- to encourage creativity and the use of more ambitious vocabulary;
- to use knowledge organisers (topic keywords) to extend pupils' vocabulary;
- to develop and teach children to use strategies for spelling confidently;
- to enhance skills of proof reading.

### **Implementation**

In Foundation Stage Phases One to Four of Little Wandle Letters and Sounds are taught through a variety of sensory activities.

In Key Stage 1 Phase Three is reinforced and Phases Four to Six of Letters and Sounds are focused on through use of progressive, adapted word work sessions. These sessions include use of real and nonsense words to prepare the children for their Phonic Screening assessment. Reading fluency assessments are also carried out. In Year 2 use of the No Nonsense Spelling resources are also used for transition into Year 3. Throughout Key Stages 1 and 2 year group objectives and wordlists are developed from the 2014 English Literacy Curriculum. In Key Stage 2 No Nonsense Spelling is used to identify objectives which are relevant to different year groups of children.

Work related specifically to spelling is undertaken by the children each week. This involves learning letter strings, word families, root words, suffixes, prefixes, rules and word derivations and application in writing.

Children who have difficulty with spelling receive extra support.

### **Assessment**

Spelling tests are carried out for each objective taught. Assessment also takes the form of dictations, sentence application, observations and whiteboard activities.

## **Handwriting**

Handwriting is an important part of children's development. At Griffe Field we follow the Martin Harvey Handwriting programme throughout the school.

Children complete handwriting practice each week. This reinforces the use of an effective pencil grip, correct sitting position, letter formation and encourages a consistent approach to handwriting. This is further developed through consideration of presentation in the drafting process.

## **Reading**

Early reading skills are developed throughout the Foundation Stage through a range of play based activities, stories, role play, re-enacting and retelling. In Foundation Stage 2 children begin reading from the Little Wandle Letters and Sounds Reading Scheme and the whole school Oxford Reading Tree core Scheme, with phonetically decodable books and supplementary reading schemes (organised in colour bands) to ensure a broad and individual start to reading for each child. Little Wandle Reading Assessments are used to match phonically decodable reading books to each child's reading ability. Children are heard for reading regularly in school and this is recorded in Individual School Reading Diaries. Diaries also provide a record for parents to record their experience of reading with their child at home. Reading books are changed in accordance with each child's reading confidence in Foundation Stage 2.

### **Guided Reading**

In Key Stages One children are heard to read from the Little Wandle Letters and Sounds reading scheme and individual core scheme reading books and in Guided and Shared Reading sessions. Reading progress is recorded in the children's Reading Diaries. Reading books are changed twice a week and diaries provide a useful communication with parents.

In Key Stage Two Shared Reading takes place every week and progress is recorded in Reading Diaries. High level comprehension activities are organised during Guided Reading sessions. Children are encouraged to use the Griffe Field Reading Skills to play an active role in their shared reading process. (see Appendix II) Children's books are changed regularly to ensure enjoyment and progress. A reading spine is used for each year group, each term to identify and ensure a use of a variety of inspiring texts for pupils' reading and learning.

### **Reading Buddies**

Each Foundation Stage and Key Stage One child has a Key Stage Two reading partner beginning in the Autumn Term. These 'Reading Buddies' meet for a fifteen minutes session of sharing their reading books and providing positive feedback in listening records.

### **Contribution of Literacy to teaching in other curriculum areas**

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. Children's awareness and understanding of varied genres is developed through topic work and cross curricular links, such as, using report writing for a Science investigation.

Higher order questioning, Philosophy for Children and Learn to Learn skills are used to enrich children's learning. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school.

### **Mathematics (Problem Solving, Reasoning and Numeracy in Foundation Stage)**

Literacy contributes significantly to the teaching of mathematics in our school. Children develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. They are encouraged to read and interpret problems in order to identify the mathematics involved. They explain and present their work to others during plenary sessions and they communicate mathematically through the developing use of precise mathematical language.

### **Computing**

The use of computing enables children to use and apply their developing skills in English in a variety of ways. We use computing links from the 2014 English Curriculum. Children use the Internet and Espresso library when searching for information about a range of cross curricular topics. Children use the planning and proofing tools in a word processor when checking their draft work. Media texts and packages such as PowerPoint, iPads apps, YouTube clips (also other internet sources such as Literacy shed) and the Green Screen are used to enhance children's learning. We encourage all children to use computing as a resource for learning, whenever they feel it is appropriate.

### **Personal, social and health education (PSHE) and citizenship (PSED in Foundation Stage)**

English contributes to the teaching of personal, social and health education and citizenship. We encourage all children to take part in class circle time and group discussions on topical issues. They talk about things that improve their health and about rules for keeping them safe around the school. Children are encouraged to ask questions, research and debate topical problems and events. They discuss lifestyle choices, contribute to School Council and meet and talk with many visitors who work within the school community. Planned activities within the classroom encourage children to work together and respect each other's views.

### **Spiritual, moral, social and cultural development**

The teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their lives. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. Children explore their ideas and use drama activities to present their learning in class and year group assemblies. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

### **Monitoring and Review.**

Planning is monitored by the English Co-ordinators and SLT, using an agreed success criteria. Children's books are monitored on a regular basis by both the English subject leader and head teacher. Monitoring work also highlights whole school targets for developing reading and writing. Targets are agreed by SLT and differentiated for every child each half term. The Literacy subject leader keeps samples of children's work in a school standards

file. This demonstrates what the expected level of achievement is in Literacy in each year of the school.

Monitoring of the standards of children's work and of the quality of teaching in English is the responsibility of the Headteacher and the English subject leader. The work of the Literacy subject leader also involves supporting colleagues in the teaching of Literacy, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The English subject leader gives the Headteacher a reviewed action plan in which s/he evaluates yearly achievements and indicates areas for further improvement the following year. A new action plan is then written. The Headteacher allocates regular management time to the English subject leader so that s/he can review samples of children's work and undertake lesson observations of Literacy teaching across the school. The Teaching and Learning Committee from the governing body is briefed to oversee the teaching of English.

### **Assessment**

In Foundation Stage observations of children's learning and children's work provide evidence for pupils' progress recorded in the aspects of communication and language, reading and writing in the Early Years Foundation Stage Profile.

In Key Stages One and Two an unaided written piece of work is completed during each half term which is based upon the genres taught during the term. This is followed by conferences for developing individual targets. From Year Two children edit to improve this writing.

Teachers complete CAP (Celebrating Achievement and Progress) Reading and Writing profiles for a sample of six children of varied ability in each class.

Pupils Progress for reading and writing is recorded for the Autumn term, mid-year and the end of the year. In Key Stages 1 and 2 base line, mid-year and final term assessments are used to inform teacher assessments.

### **Intervention Programmes**

The intervention programmes taught are 'Read It, Write It', Little Wandle Letters and Sounds Keep Up, Reading Coach and Speech Link and/or SALT (Speech and Language). The Rainbow Reading programme is used to identify, encourage and provide incentive for pupils to read regularly at home. The English subject leader, SENCO and the Data Analysis Co-ordinator assess the school data and consult with class teachers to identify the target groups of children. Teachers and Teaching Assistants then deliver the programmes.

## **Resources**

There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries, thesauruses and a selection of fiction and non-fiction texts in class libraries. Children have access to a class whiteboard and the Internet through their classroom computer, laptops and iPads. Access to the Internet is also available through the teacher's laptop. A range of fiction and non-fiction texts are available for children to borrow for an individual choice of library book from the school library. A selection of big books are available from the school library. Each teacher also has a selection of teaching materials and whole class or guided reading books specific to their year group, which they keep in their classrooms.

## **Teaching Literacy to children with special needs**

Refer to SEN policy.

## **Teaching Literacy to Gifted and Talented children**

Refer to Gifted and Talented policy.

Headteacher	Emma Mitchell	Co-Chair of Governors	Mr Alexander Wilde Mrs Helen Hicks
Policy Approved/Written		29.06.2022	
Subject Leaders Meena Rai and Yvonne Harris			
Review every 3 years			
Policy Reviewed			
Policy Reviewed			
Policy Reviewed			
Policy Reviewed			
Policy Reviewed			

## Appendix

Reciprocal reading is a well-researched method used to develop learners' reading skills, promote higher order thinking, develop listening and talking, and ensure access to the curriculum for all learners. Studies have also demonstrated that learners transfer their learning into other contexts. Reciprocal reading is just one in a number of strategies which can be used when learners are reading, comprehending and analysing texts.

In Griffie Field Its aims are to:

- improve reading comprehension through the use of four reading strategies: **predicting, questioning, clarifying and summarising**
- scaffold the four strategies by modelling, guiding and applying the strategies while reading
- enable pupils to reflect on their reading and develop higher order thinking skills
- use the social nature of learning to improve reading comprehension
- be one strategy in promoting literacy across learning in all sectors

The following roles are used to comprehend texts:

- **Predictor**
- **Questioner (fact retrieval)**
- **Inferer**
- **True or false**
- **Clarifier**
- **Summariser**
- **Sequencer**



