



## **Edwards Hall Primary School English Policy**

### **Introduction**

The aim of this policy is to give clear details of how English is taught. English, more than any other academic subject, is crucial to the ability to interact successfully in society. We therefore place a strong emphasis on the teaching of all aspects of English.

### **Aims**

Our aims mirror those of the National Curriculum:

The overarching aim for English in the national curriculum 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. The national curriculum for English aims 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.

### **Principles of the Teaching and Learning of Literacy**

Literacy is a core subject within the National Curriculum. The fundamental skills, knowledge and concepts of the subject are:

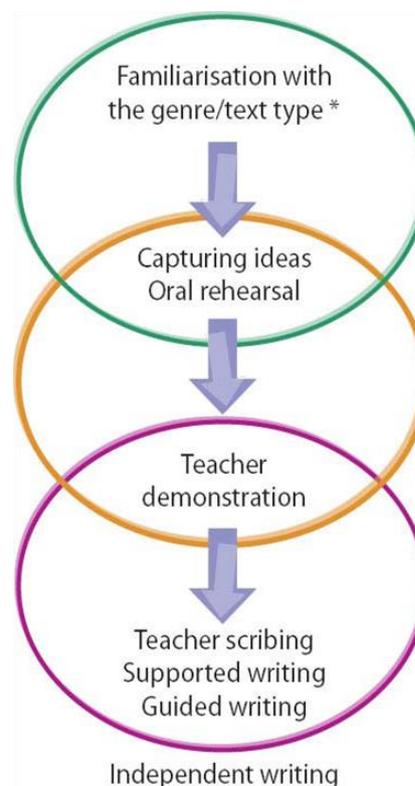
- **Speaking and listening**
- **Reading**
- **Writing**
- **Grammar**
- **Spelling, presentation and handwriting**

## Strategies for the teaching of Literacy

The Literacy curriculum is organised in the following way:

- In Foundation Stage the teaching of English is integral to all learning. Through play and interactions with children and adults, children develop communication and language skills. Children receive an English input daily in addition to phonics teaching.
- In Year 1, teaching follows a similar style to the Foundation Stage, and progressively builds in structure and length of directed teaching and learning so that by the end of Year 1 children receive one English lesson per day of approximately 1 hour, plus a phonics input daily.
- Literacy is taught in approximately 1 hour lessons from Year 2 to Year 6. The National Primary Framework is used to inform planning, ensuring a balanced coverage of fiction and non-fiction and a progression in skills. Reading comprehension is taught for an additional 20 mins per day in KS2
- A creative approach is encouraged wherever possible and developed through cross-curricular themes
- Within Literacy lessons the children are taught in both a whole class setting and within smaller groups. Every class is supported by an LSA during the hour and it is the responsibility of the class teacher to organise this support in the most effective and appropriate way.

English lessons focus on a particular genre or style, and over the course of a series of lessons will follow this sequence:



### Speaking and listening is developed through:

- Times when adults read to the class.
- Class discussions and debates.

- The use of role play.
- Drama work, such as 'hot seating' used across the curriculum.
- Performances, including class assemblies and concerts.
- Visitors to the school, such as theatre groups, authors and experts sharing their knowledge on curriculum areas.
- Circle time.
- Philosophy for Children sessions – P4C
- Big Write homework prompts
- Learning poetry for performance
- Presenting work to an audience
- Talk for writing
- Peer assessment

**Reading is developed through;**

- Access to a wide range of high quality reading material
- Encouragement to read at home with an adult regularly. Reading books are sent home and every child has a home/school reading record or homework diary in which parents, children and staff record comments as appropriate
- The use of comprehension activities to develop understanding of text.
- Opportunities for children to read individually or with a partner
- Using visual of multimedia stimuli to develop comprehension skills
- Phonic teaching is delivered through 'Letters and Sounds'. Materials such as 'Jolly Phonics' are used in the Foundation Stage to enhance this teaching. This work is continued throughout KS1 and may be continued with small groups or individuals in KS2.
- Each child reads to an adult on a regular basis
- Reading intervention programmes are implemented throughout the school

**Writing is developed through:**

- Encouraging children to write in a variety of contexts, using a range of teaching strategies and in situations that are meaningful to the child
- Teaching of spelling, grammar and punctuation skills used to develop children's work
- Modelled, shared and guided writing sessions
- Opportunities for free writing, this may be within a role play situation
- Developing the skill of drafting, self- and peer-assessment and editing for improvement
- Using an adult scribe, as and where appropriate
- Writing interventions implemented throughout the school
- Talk for writing
- Fortnightly 'Big Write'
- Story Scribing (EYFS & Year 1)
- Homework projects

**Grammar:**

- Grammar is taught throughout the teaching sequence – identified and investigated in reading, and applied in writing

**Spelling is developed through strategies which include:**

- Phonic work planned using the phases set out in 'Letters and Sounds'
- The document 'Rising Stars Spelling' is used throughout KS1 & 2

- The use of vocabulary and Common Exception Word lists
- The availability of dictionaries and an awareness of how to use them, and encouragement to do so
- Linking handwriting to spelling through daily practice
- Spelling interventions implemented throughout the school

**Handwriting and Presentation is developed through:**

- ‘Penpals’ Handwriting Scheme
- Regular teaching and practice of formation and joins
- Introduction of the use of pens, when children are considered to be ready to do so
- Parental awareness of the formation of letters on entry to school.
- Handwriting interventions implemented throughout the school
- ICT software used to support presentation

**Home-school links are considered to be a valuable part of children’s progress. In Literacy we develop these by:**

- Introductory meetings with new parents as their children start school full time. At these meetings the Phase Leaders and Foundation Lead talks about the school’s approach to all elements of the subject, shows a variety of resources used and explains ways in which parents can support their child’s learning.
- English Workshops offered for each Phase.
- Creative homework is given throughout the school covering a variety of English skills.

**The role of the Phase Leaders is to:**

- Support, lead and monitor the staff in policy development and implementation as and when appropriate.
- Over-see planning to ensure progression and continuity throughout the school.
- Discuss needs within the school and organise the purchasing of Literacy resources.
- Organise and monitor resources.
- Monitor progress and results in Literacy, give advice on action needed and organise any resulting initiatives.
- Keep up to date with subject related pedagogy and disseminate developments to colleagues.

**Feedback to pupils about their own progress is achieved through discussion and the marking of work.** (for further information please see Feedback Policy)

**Assessment**

Reporting to parents is carried out through parent consultation and annually in a written report. Reporting in English will focus on the progress in the four strands, reading, writing, speaking and listening and handwriting.

Formative assessment is used throughout the year, in all areas of the subject, to guide the progress of individual pupils. It involves identifying progress made and planning what should, therefore be the next step in their learning. Most formative assessment is carried out by the teacher within the context of their teaching.

Assessment For Learning is used to underpin all aspects of planning, teaching and learning.

### **Reading**

- Children are assessed through summative assessments undertaken termly
- KPI grids are completed for all pupils
- On-going assessment is made during both guided and individual reading sessions
- Pupils' achievements against KPIs for reading are assessed termly and shared with the parents
- Assessment in years 2 and 6 are made through the use of the Interim Assessment Framework

### **Writing**

- Fortnightly Big Writes (independent writing) are used as the basis of assessments
- Pupils' achievements against KPIs for writing are assessed termly.
- Each child has a 'Look What I Can Do Now.' book. This contains a record of their progress in writing and includes examples of independent work, on entry to the school and twice yearly thereafter.
- During their time at school children will have assessments on the number of sounds, letter names and key words known. This is started in Foundation Stage and continues as appropriate.

### **Statutory Assessment**

- Foundation Stage progress is assessed against FSP
- Phonic Screening Year 1 (and year 2 for those children who don't meet the required standard in year 1)
- SATs Year 2
- SATs Year 6

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## Resources used in the teaching of Spelling, Phonics and Reading at Edwards Hall

### Resources used in the teaching of Reading

#### EYFS:

#### Children begin reading using:

Phonics bug reading books

#### Followed by:

Oxford Reading Tree Scheme

Rigby Star banded reading scheme

#### KS1:

Oxford Reading Tree scheme

Rigby Star Banded books for guided reading and individual reading

Other books banded to match the ORT scheme levels using Institute of Education guidance

Rising Stars Cracking Comprehension

#### In addition to this, children are able to access:

Fiction & Non Fiction books

Fiction and Non Fiction big books

Access to school library

A regular class story book

Audiobooks



### Resources used in the teaching of Spelling & Phonics

#### EYFS:

Children learn the requirements of the EYFS Curriculum supported by the Letters and Sounds Document

'Penpals for Handwriting' scheme by Cambridge

#### KS1:

Rising Stars Spelling Scheme/Letters and Sounds

'Penpals for Handwriting' scheme by Cambridge

#### In addition to this, spelling and phonics lessons include the use of the following resources:

Subscription to: [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) – phonics program to support Letters and Sounds.

Subscription to: [www.spellingplay.co.uk](http://www.spellingplay.co.uk) – spelling program to support NC and phases in Letters and Sounds

Phonics toy tubs

Roll 'n' Write

Magnetic letters

Flash cards

Alphabet charts

Education City (online learning platform)

## Resources used in the teaching of Spelling, Phonics and Reading at Edwards Hall

### Resources used in the teaching of Reading

#### KS2:

Oxford Reading Tree scheme

Rigby Star Banded books for guided reading and individual reading

Accelerated reader (including Book levels for every child in years 3-5)

Rising Stars Cracking Comprehension

The Literacy Shed multimedia resources

#### In addition to this, children are able to access:

Fiction & Non Fiction books

Access to school library

A regular class story book

Audiobooks



### How can I help my child with Reading and Spelling?

- Listen to your child read every day
- Read stories to your child, particularly those that they cannot read themselves
- Talk about the books they have read
- Be a reading role-model
- Visit the local library
- Attend reading and phonics workshops at school to understand how your children are taught
- Become a reading volunteer—every class has reading volunteers who listen to children read (not guaranteed to be your own child's class)
- Read with your child and their friends at fortnightly parent reading—2.45pm. See newsletter for the dates for your child's class