

Sunnyfields Primary School



Strong Roots, Bright Futures

English Policy

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Introduction

At Sunnyfields Primary School we believe that pupils' abilities with language – speaking and listening, reading and writing, is fundamental to their learning. Our school environment promotes active learning and productive talking. English is a vital way of communicating. It enables children to express themselves creatively and imaginatively and to communicate effectively with others. English develops children's ability to listen, speak, read and write for a wide range of purposes.

Children are encouraged to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Our mission statement is **Respect, Equality, Challenge and Fun.**

Aims

At Sunnyfields Primary school we strive for children to be a 'Primary Literate Pupil'.

By the end of Year 6 we aim for a child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct,
- have an interest in books and read for pleasure,
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms,
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the audience and purpose,
- be developing the powers of imagination, inventiveness and critical awareness,
- have a suitable technical vocabulary to articulate their responses.

Statutory Requirements

Statutory requirements for the teaching and Learning of English are laid out in the National Curriculum English Document (2014) and the Communication, Language and Literacy section of the Curriculum Guidance for the Foundation Stage.

English Teaching and learning

English is taught on a daily basis from Reception – Year 6. Work will be planned in relation to the National Curriculum Document and will be appropriately matched to meet individual needs. Teaching and learning takes place within a whole class setting (shared/modelled reading and writing) and within ability led guided reading and writing groups. Within guided groups good practice is shared and modelled and the children also work independently or with a partner on set tasks. Teachers use a variety of interactive teaching methods to deliver the curriculum and achieve set learning objectives. Cross curricular links are made whenever possible.

In the Foundation stage, English forms the basis of one of the specific areas of learning (literacy). Emphasis is on teaching English through stories with strong topic links, child-initiated learning through play, with some adult intervention, demonstration and use of the language.

Speaking and Listening

Speaking, listening, group discussion, interaction, and drama 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. Role-play and drama techniques are used- 'hot seating' 'conscience alley' etc. The Write Stuff approach encourages experience days for the children to develop their speaking and listening skills also.

Reading – see Reading policy and phonics policy

At Sunnyfields, we regard the teaching of reading highly and as such seek to encourage our children to read as much as possible and to immerse them in reading culture. Children, when they first enter into Reception follow the Little Wandle phonics scheme. This is followed until Year 2 and it's taught in a progressive way. Children, who are within KS1 and Reception, are taught each day in teacher-led sessions to learn sounds and reading skills which is assessed each half term. The English lead oversees the teaching of this scheme and provides up-to date training for all staff termly to ensure staff skills are constantly being developed. Where needed, children will be given focused 1-2-1 or small group support to help develop their knowledge of the sounds or word blending following the Little Wandle Keep Up resources.

In addition to Little Wandle, children in Reception, Year 1 and Year 2 are regularly heard read using decodable books closely matched to the phonics scheme and point in the scheme where they are at. Children are sent home with these decodable reading books where they are encouraged to re-read them to develop the skill of fluency. We encourage parents to read with their children on a daily basis and record this into their reading planners.

Reading within school, from Year 2, follows a whole class reading approach. Children are taught within whole class reading groups. During the session, children develop both their reading and comprehension skills using a range of challenging text types. Children, during this time, are given time to discuss the book or text that they are currently reading. The teacher plans this according to the needs of the children both as a group and individually. Where possible, children will be given access to texts that link to the current topic or learning although this may not always be the case. It is intended that whole class reading provides a forum for children to demonstrate what they have learned about reading and to further develop and extend their reading and comprehension skills with a session happening four times a week in KS2 and three times a week in Year 2. From Year 2 upwards they begin to use a guided reading comprehension book. Children in Year 2 still working on the phonics scheme take part in the Little Wandle decodable read sessions instead of whole class reading.

In Foundation Stage 2 children work from a text each week in English that forms the basis of any shared reading / discussion. The Foundation Stage 2 children begin the Little Wandle Decodable reads once secure in their Phase 2 sounds.

In addition to whole class reading, children from Reception upwards have access to individual reading time with volunteers or school staff where possible. Children, who need further support in reading, will be targeted by the class teacher and will be given reading time with an adult during the school day. We also encourage peer to peer reading to happen between older and younger members of the school community. This happens every lunchtime and is an enjoyable time for both children working within each pair. See English Musts document for minimum expectations.

Reading for enjoyment is something that has been a key focus at Sunnyfields and as a result of this all classes now have a dedicated reading area where children are given the opportunity to access a wide range of books in a comfortable space often designed by the children. All year groups have a wide range of designated fiction, non-fiction and poetry books that they can choose from to read as their chosen text. In addition to this, the school library is constantly updated with current and exciting books. All children in school are given the opportunity to take home a reading book from the library in addition to a banded reading book.

Writing

Writing, at Sunnyfields, is important in every aspect of school life. Writing is taught using the printed style from Reception with the children learning the letter joins at the same time. It is modelled continually across school with displays and working walls demonstrating excellent examples of handwriting that are handwritten alongside typed examples also. Once the children enter Year 1 they begin to join their writing in a cursive style with simple letter joins which then moves onto joined handwriting fully in Year 2.

At Sunnyfields, each year group has progression skills that must be taught and learnt. These skills are taken from the National Curriculum for each year group and cover the grammar and writing skills and vocabulary that must be taught throughout KS1 and KS2. The progression of skills document shows what objectives need to be taught for each genre area in each year group. Class teachers ensure that each different genre of writing is covered at different times in the school year. This is documented on the English cycle for the year. Teachers establish the purposes and audiences for writing and make teaching objectives explicit to children so they know the different features of the different genres of writing. For each genre, children are encouraged to plan their writing to develop the structure and planning skills needed to complete a piece of work successfully.

Each individual class teacher is responsible for the planning of writing for their class in line with the National Curriculum expectations. Planning is completed for each session based on the needs of the children within the class and the next steps that are needed within their learning. At Sunnyfields, English units are taught, and where able, cross-curricular links are made with other areas of the curriculum. English lessons usually start with the hook from a class novel. We use The Write Stuff Approach to the teaching of writing once developmentally appropriate – from KS2. EYFS children follow the Drawing Club model and in KS1 the children's lessons focus on the development of the basic English grammar skills as set out in the National Curriculum.

Writing is something that is celebrated across school and children produce their published work which is displayed with art work to celebrate the writing process. At this point, presentation would be discussed within the class, with the children knowing that presentation should be of the highest quality and that individuality will be celebrated through art work.

Shared writing

According to the needs of the class, shared writing takes place within the English lesson or if appropriate the topic session; the teacher models the writing process to the whole class as an expert writer, articulating the process. This is the 'sentence stacking model' approach.

Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific writing strategies, oral response and high levels of collaboration. The children join in individually or through partner work, with the writing, where appropriate.

Guided Writing

Guided writing takes place with a group of children with **similar writing needs**. During a guided writing session the children will write with a teacher supporting. It is intended that guided writing provides a forum for children to demonstrate what they have learned about writing and to further develop and extend their writing skills. This can be completed with a teacher or a teaching assistant.

Phonics

Phonics is taught daily in Reception, Year 1 and Year 2 using the Little Wandle guidance. Please see Phonics policy for more detailed information.

Handwriting

This is taught during the English lesson and follows the independent handwriting example from Martin Harvey. All teachers have high expectations in the presentation of work in all areas of the curriculum. Handwriting is completed in the back of English books or on lined paper, which then progresses to a line guided style when children are ready. At the start of every English lesson every class will be taught handwriting for approximately 10 minutes. This will be a specific pattern linked to that class's own writing journey, but following the progression in the scheme.

A separate document explains the handwriting process and the way the letters are taught. When children have reached a good standard of handwriting and comprehension in all areas of their work, they receive a handwriting pen.

Grammar

Grammar is taught alongside all English lessons at Sunnyfields as links to grammar rules will be applied in all sessions with the expectation of basic skills being driven across the curriculum. This will allow children to apply and deepen their basic skills. The Write Stuff approach incorporates the elements of grammar teaching but a discrete grammar lesson is taught weekly in KS2 to ensure children are fully exposed to the elements laid out in the national curriculum.

Termly grammar plans have been devised for staff to follow for each year group. In KS2 grammar starter activities (five in five) feature at the beginning of each English session. These are placed in the child's grammar book.

Spelling

All children from Reception to Year 1 are taught the first 100 High Frequency Words and Common Exception Words. These are words that do not follow the usual spelling and sound patterns. These words are taught during phonics lessons. These words are sent home with the children so that parents can support them in the learning of these, along with phonics sounds / graphemes from that week. Children are given targeted support to develop the confidence in these words during Year 1 and 2 and this will continue into Year 3/4 if needed. Year 2 children follow the spelling progression provided by Little Wandle – Bridge to Spelling.

Children at Sunnyfields follow the Twinkl Spelling Scheme that is progressive from Year 3 to Year 6. These spellings are sent home weekly and are tested in a weekly spelling test the following week. The spellings that are sent home follow a spelling pattern rule so that children are able to see the link between words they are learning. Children have the opportunity to practice their spellings daily in school using the low stakes testing model as our approach.

Cross Curricular English Opportunities

Teachers will attempt to plan activities with cross curricular links into as much of their English teaching as possible. (See Curriculum Policy)

The Use of ICT

The use of information and communication technology, with clear learning objectives, will promote, enhance and support the teaching of English. Computing is used at whole-class, group and independent level. The IWB enables texts to be read and shared. The Interactive Whiteboard is used regularly to model writing and use at an independent level and allows children to interact and engage with the writing process. Use of the visualizer and iPads (air drop) allow work to be shared and work to be modelled.

Groups can work at a laptop and input text. A range of software is used to develop specific grammatical and spelling skills. Lessons can focus on what pupils have achieved using ICT, or ICT can provide the means of presenting their outcomes (via multimedia presentation). A range of equipment such as kindles, laptops and iPads are used to promote speaking and listening and also prepare children for writing experiences.

Children use the planning and proofing tools in Microsoft Word in order to encourage them to develop the skills of drafting, re-drafting and proofreading their work. **(See Computing curriculum).**

Assessment, Continuity and Progression (See Teaching and Learning Policy).

At Sunnyfields, we ensure that children have an ownership over their own learning and so children are constantly given opportunities to critique, mark and assess their own learning and learning of their peers.

Verbal feedback is used daily in sessions when adult's have supported with misconceptions etc and indicated by VF in the child's book. Same day interventions on misconceptions will also take place and the improved piece will be indicated by an adult's mark on the page in the child's book.

Writing Marking (See marking policy)

Using the marking code, children will be given two ticks to assure the children on excellent skills or vocabulary that have been used, or they will be given the next step in their learning. Punctuation errors will be circled and incorrect spellings underlined. On children's work any areas that need re-drafting and improving will be highlighted during normal classroom lessons. All children are given a chance to respond to feedback and children are encouraged to do this in purple pen. This will be either improving a certain sentence or a small chunk of the text.

Any corrections to spelling and punctuation will be done in purple pen. In the front of each English book the marking code is attached so pupils can see what the abbreviations marked on their work mean. In independent pieces of writing at the end of a unit children will use E1s, E2s and E3s as part of the editing and re-drafting process (linked to The Write Stuff approach) in KS2.

In Reception Class areas for improvements are set and discussed orally. All children are encouraged to look at improving their work and are given a challenge to further develop their understanding.

Writing Assessment

Assessment sheets for each year group show what skills the children should be aiming towards and which basic skills teachers are expecting to see in a child's writing during the course of that year. At the end of a unit of work the children's writing is assessed on the writing objectives for the year group they are working within. We use the Doncaster Writing Assessment resources for Year 1 to 5 and the end of KS2 resources for Year 6.

During the course of a half term the children undertake a minimum of two tasks to assess their writing. At the end of each term English books are brought to a SDM and staff look at them and compare within year groups and they are moderated against the marking criteria on the assessment sheets. Books are also shared within the Work Discussions that take place during the school year, with a focus chosen at the start of the academic year and adapted as the year progresses. Throughout the year the children will have the opportunity to write in all the genres.

Reading Assessment

Reading is assessed each half term by the completion of the 'Reader on a Page' document, old SATs papers and NFER Assessments. This information also informs us the child's reading age.

These assessments further help the teachers in assessing the next steps in learning for each child. In addition to this, reading is constantly being assessed through the objectives taught in reading lessons. Identified children in KS2 will also be supported through the use of Reading Plus.

Evaluating, Monitoring and Review (See Teaching and Learning Policy)

Monitoring of the standards of children's work and the quality of teaching in English is the responsibility of subject leader, supported by the head teacher. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for English in the school.

Monitoring may take place through lesson observations of English teaching across the school, coaching sessions, work discussion or pupil interviews.

There will also be opportunities to work with the topic leaders to ensure the basic skills of English are being applied in the topic curriculum also. The named governor responsible for English meets regularly with the subject leader in order to review progress.

Inclusion, Equal Opportunities and Special Needs (See Inclusion policy/Special Needs policy)

All children at Sunnyfields will have access to the same English curriculum, regardless of gender, race, beliefs and mental and physical ability.

It is expected that activities, both in and outside the classroom, are planned in such a way that involves the inclusion of all children.