



LYDIARD MILLICENT CE ACADEMY

RIDGEWAY FARM CE ACADEMY



## ENGLISH POLICY

Member of staff responsible	Laura Gibbard
Committee responsible	Performance
Date agreed with staff	October 2017
Date discussed with pupils	October 2017
Date agreed at Performance committee	January 2018
Date approved at Governing Body	February 2018
Frequency of policy review	Tri-ennial
Date next review due	February 2021

### Document Version Control

Issue Number	Issue Date	Summary of changes
1.0	3/12/2008	Completely re-written
2.0	Nov 2011	New Governor Text type coverage
3.0	Nov 2014	Updated for New Curriculum
4.0	October 2017	Updated to reflect both schools

## **Aims**

### **School Staff**

- To promote a love of learning.
- To promote confidence and ability in speaking and listening; reading and writing.
- To enable pupils to communicate effectively in a variety of forms.
- To encourage the development of a range of skills in order to support reading for meaning, understanding and enjoyment.
- To provide opportunities to enhance writing skills across the whole curriculum.
- Working to achieve targets/areas identified for development within School Improvement Plan, with support from colleagues.

### **Children**

- To develop a love and wisdom of learning within English through practical activity, exploration and discussion.
- To develop confidence and competence in speaking and listening, reading and writing.
- To communicate effectively in a variety of forms.

### **Parents and Carers**

- To be understanding and supportive of our aims in learning and teaching English.
- To support children with home learning activities, (including Reading, Spelling, Writing and Grammar).
- To praise their children for all the good things that they do within English.
- To work in a partnership with the school to develop the children's English skills.

### **English Curriculum Aims**

We follow the aims set out in the National Curriculum (2014) as detailed below. 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.

## Organisation of the curriculum

The programmes of study for English are set out year-by-year for Key Stage 1 and two-yearly for Key Stage 2. The single year blocks at Key Stage 1 reflect the rapid pace of development in word reading during these two years. We must teach the relevant programme of study by the end of the Key Stage. Early Years Foundation Stage Curriculum has separate objectives for Communication and Language and Literacy.

<b>Curriculum expectations for teachers</b>	
	<b>Lydiard Millicent</b>
English lessons	5 lessons weekly
Phonics (EYFS/KS1)	EYFS: 5 sessions weekly KS1: 4-5 sessions weekly - alternative spellings for phonemes Year 3-6: phonics appropriate to levels of children (interventions may be required)
Guided reading	Part of weekly teaching timetable
Shared writing	Part of English planning
Spelling	Discrete input 1x 20min weekly based on year group spellings for test Interventions happening for children working below year group standard
Handwriting	Discrete input 1x 20min weekly Year 1-6 Reception - when appropriate (by term 6 at least)
Stories	Regular story sessions planned into weekly teaching timetable
Classroom environment	See separate classroom checklist
Planning - long term	Purposes for writing overview
Medium term	See planning expectations
Marking and feedback	See marking and assessment policy
Dictation	Regular opportunities for dictation Year 1-6

Homework	Spellings weekly EYFS (sound cards, letter and number formation, name writing and reading) Reading books Talk home learning	Spellings weekly EYFS (sound cards/word reading) Reading books Home-learning activities
Drama	Regular opportunities for drama planned into teaching timetable Year R-6	
Speaking and listening E.g. debates, performances, talking to different audiences	Regular opportunities for speaking and listening planned into teaching timetable Year R-6	
Grammar	Discrete sessions planned as part of English teaching Regular opportunities for 'in the moment' grammar taught sessions Year R-6	

## **Planning**

Further information about key objectives in each of the above areas for each of the year groups in Key Stage 1 and Key Stage 2 can be found in the medium term planning documents.

## **Spoken language**

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum - cognitively, socially and linguistically. 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. We therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. 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. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. 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.

### How Lydiard Millicent and Ridgeway Farm deliver spoken language opportunities:

- Talk for writing: retelling stories, non-fiction and poetry
- Lessons and activities which are planned to enable and facilitate children's participation
- Any children with speech and language (S+L) and auditory difficulties are be identified and teachers can seek advice from our SENCo where appropriate
- Staff encouraging talk partners during lessons, discussions, during assembly as well as at home
- School plays including EYFS/KS1 nativity and KS2 summer production
- PTA events and other events within the community
- Listening to stories being read aloud
- School Council
- Groups with specific roles and responsibilities (e.g. sports ambassadors, collective worship committee)
- Drama / role play
- PSHCE and circle time
- Encouraging children to share their thoughts and ideas to different audiences
- Talking to visitors within school
- Opportunities within collective worship to enable pupils spoken language

### Reading

The programmes of study for reading at Key Stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

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. This is why phonics is emphasised in the early teaching of reading to beginners when they start school.

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 are 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. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

### **How Lydiard Millicent and Ridgeway Farm deliver reading opportunities:**

- All children accessing identified stages of reading books
- Daily phonics in Early Years and Key Stage 1
- Regular reading to adults in school
- Incentives to read at home including reading certificates, library competitions
- Pupils are encouraged to read broadly, using different planned class texts (where children are exposed to a range of texts from literary heritage), library visits and high quality, attractive book corners within classrooms.
- Pupils are encouraged to read for pleasure using quiet reading time, listening to an adult read, listening to other pupils read, library competitions and reading certificates.
- Teachers plan opportunities for reading within:
  - home / school reading
  - guided reading
  - shared reading
  - independent reading
  - hearing books read aloud
  - reading in other subjects including ICT texts

## **Writing**

The programmes of study for writing at Key Stages 1 and 2 are constructed similarly to those for reading:

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

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

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.

### **How Lydiard Millicent and Ridgeway Farm deliver writing opportunities:**

- Grammar lessons are taught discretely
- Teacher's plan using high quality texts
- Teacher's model writer talk
- Planned, shared and collaborative writing within classes
- Talk for writing
- Time is allocated within lessons for planning, editing and revising - using tickled pink and growing green
- Marking is specific to the learning objective or a child's next steps (see Marking Policy)
- Children use self-assessment and peer-assessment
- Cursive script is taught from the start and is being phased in at Lydiard from EYFS as children progress through school
- Drama and hot-seating is used to support children to think about other perspectives
- Teachers plan opportunities for writing within:
  - shared writing
  - guided writing
  - handwriting practice
  - independent writing
  - writing for different purposes and genres
  - writing in topic
  - writing related to own experiences and enjoyment
  - using ICT

## **Spelling, Vocabulary, Grammar, Punctuation and Glossary**

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, how to understand nuances in meaning, 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. References to developing pupils' vocabulary are also included within the appendices.

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. 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.

## **Talk for Writing**

Both sites have adopted Pie Corbett's 'Talk for Writing' as a model to enhance achievement in writing. 'Talk for Writing' advocates that children need to imitate key language needed for a particular genre orally. Through enjoyable planned activities, they rehearse retelling the text, then through shared writing, they are shown how to form their writing in the same style. The approach includes imitation, innovation and independent application (invention) - a three week process (dependent on text type/genre/class needs etc.). To enable a clear understanding of planning, a 'cold task' is completed before starting a unit/genre. For example, if the upcoming genre is instructions, the children may be asked as a 'cold task' to write a set of instructions for washing their hands. This supports the teacher to understand gaps in learning and plan for targeted support. After the immersion into the text, a 'hot task' is then completed to show progress and achievements completed independently.

### **The Imitation Stage**

We establish a creative context for each 'Talk for Writing' unit with a 'hook' to draw the children in. Teachers introduce the children to a high quality text, supported visually by a text/story map. Actions are created to help the children recall the story or non-fiction and reinforce the specific language patterns. This therefore supports the children hearing the text, saying it for themselves and enjoying it before actually seeing it written down. Both sites have a set of consistent actions for particular words, using British Sign Language actions. Children interact with the text through drama activities and internalise the language patterns through sentence and word based games.

They are then introduced to the written text and encouraged to identify the key writing elements and 'magpie' key words and phrases. Children will develop their understanding of the structure of the text with the use of the boxing-up or story mapping technique and analysing the key features.

### **The Innovation Stage**

Once the children have been immersed in the text, they are then ready to start innovating. Using an adaptation of the text, children orally rehearse what they want to say then create their own version. During innovation, spelling, sentence games and drama activities continue to be incorporated so that children have a wealth of oral and written practice in the language features required to write. The key activity in this stage is shared writing, which helps the children to create their own version by 'doing one together' first. This begins with the children boxing-up or story mapping their innovated version of the exemplar text. Each stage of the writing process is modelled by the teacher. Throughout this process, key words, phrases and shared writing are displayed so when children begin to write they have models and examples to support them. Children are encouraged to swap their work with a talk partner to discuss their successes.

### **The Invention Stage**

In this stage, children move towards becoming independent writers. They write the same text type but choose the content. This stage still requires a 'hook', games to help children to internalise the language patterns and understand the text, boxing up and shared writing (driven by teacher assessment). Teachers guide children through the whole process which ends with rereading and polishing.

## **Early Years Foundation Stage (EYFS)**

The Early Years Foundation Stage Framework requires children to:

- develop their communication and language skills through experiencing a rich language environment;
- develop their confidence and skills in expressing themselves;
- speak and listen in a range of situations.

Literacy/English development involves encouraging children to link sounds and letters and begin to read and write. We will ensure that children are given access to a wide range of reading materials to ignite their interest. Children are given lots of opportunities to develop their writing skills, from the early mark making attempts to the ability to write simple sentences which can be read by themselves and others. Systematic synthetic phonics teaching forms the basis for literacy in the EYFS and children have daily sessions based on the 'Letters and Sounds' programme.

## **Phonics**

At both sites, phonics teaching takes place daily when children join EYFS. It is informed by 'Letters and Sounds', a resource published by the government in 2007. This resource is used in

conjunction with a commercial resource, 'Jolly Phonics'. Ridgeway Farm also uses 'Floppy Phonics' for the progression of sounds and interactive resources. These are engaging and interactive approaches synthetic phonics. Children learn actions for each of the letter sounds. Songs, games and ICT-based activities are also used to support the children's phonics learning. This multi-sensory, multi-media experience is very memorable and motivating for children.

Phonics is taught in phases, taking account of children's prior knowledge. As soon as EYFS children are ready, phonics teaching is split by ability to focus teaching necessary phonic sounds. Most children will have experienced Phase 1 'Letters and Sounds' within their time at pre-school. This is continued as appropriate in the EYFS. We work towards getting the children securely working within Phase 4 of 'Letters and Sounds' by the end of EYFS.

#### **How Lydiard Millicent and Ridgeway Farm deliver phonic opportunities:**

- Whole class teaching of specific spelling patterns
- Daily discrete phonics teaching
- Using phonics knowledge in real life contexts
- Applying skills in cross curricular contexts
- Intervention groups where gaps in phonological knowledge have been identified

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

The teaching of English develops skills through which our children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

### **Assessment**

Assessments are completed in accordance with the assessment policy.

- Staff assess pupils learning during and as part of every session, they adapt their practice accordingly
- Phonic assessments are completed each main term
- Writing levels are assessed using DBAT key objective sheets and DATE sheets

### **Inclusion**

**Inclusion (please refer also to the School's Special Education Needs and Inclusion Policy)**

Inclusive practice in English should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning. Lists for gifted, able and talented children within English will be regularly reviewed