

Forton Primary School ~ English Policy

Our Intent is: To inspire children to develop a passion of reading, unlocking the door to all future learning. This will enable our children to fluently communicate ideas and emotions both verbally and in writing.

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Subject definition: English is the basic language of communication in this country and much of the western world and its mastery is a prerequisite for educational progress.

School focus: English is important because:

- it enables us to communicate effectively in our society
- it is the foundation for almost all the learning that takes place in our school
- its mastery empowers the learner and is essential for independent learning, the world of work and most other aspects of everyday life.

Aims: Our aims in teaching English are that children will:

- 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.

(NC 2014)

Teaching and learning: English is a core subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in the National Curriculum 2014. The skills are categorised into three attainment targets:

1. Spoken language
2. Reading-word reading and comprehension
3. Writing- transcription and composition.

**Statutory requirements
(NC 2014)**

Spoken language-Key Stage 1 and 2

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Years 1-6

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading-Key Stage 1

Year 1-word reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught □
read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Year 1comprehension Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding
- understand both the books they can already read accurately and fluently and those they listen to
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

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Year 2-word reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent □ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above □ read words containing common suffixes □ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading

Year 2-comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding
- understand both the books that they can already read accurately and fluently and those that they listen to
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Reading-Key stage 2

Lower Key Stage 2-word reading Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Lower key stage 2-comprehension Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read
- understand what they read, in books they can read independently,
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Upper Key Stage 2-word reading Pupils should be taught to:

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- apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet. **Upper Key Stage 2-comprehension** Pupils should be taught to:
- maintain positive attitudes to reading and understanding of what they read
- understand what they read
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary □
provide reasoned justifications for their views.

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Writing Key Stage 1

Year1-transcription-spelling Pupils should be taught to:

- spell: words containing each of the 40+ phonemes already taught, common exception words, the days of the week/name the letters of the alphabet: add prefixes and suffixes:
- apply simple spelling rules
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Year 1-transcription-handwriting Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Year 1-composition

Pupils should be taught to:

- write sentences
- discuss what they have written with a teacher
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Year 1-composition-vocabulary, grammar and punctuation Pupils should be taught to:

- leave spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English
- use the grammatical terminology in English in discussing their writing

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Year 2-transcription-spelling Pupils should be taught to:

- segment spoken words into phonemes and represent these by graphemes, spelling many correctly
- learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learn to spell common exception words
- learn to spell more words with contracted forms
- learn the possessive apostrophe (singular) [for example, the girl's book]
- distinguish between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in [English](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Year 2-transcription-handwriting Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Year 2-composition

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing
- consider what they are going to write before beginning
- make simple additions, revisions and corrections to their own writing
- read aloud what they have written with appropriate intonation to make the meaning clear.

Year 2-composition-vocabulary, grammar and punctuation pupils should be taught how to use

- both familiar and new punctuation correctly
- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify
- the present and past tenses correctly and consistently including the progressive form
- subordination
- the grammar for year 2 in English
- some features of written Standard English and understand the grammatical terminology in English in discussing their writing.

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Writing Key Stage 2

Lower Key Stage 2-transcription-spelling Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Lower Key Stage 2-transcription-handwriting Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting.

Lower Key Stage 2-composition Pupils should be taught to:

- plan their writing
- draft and write
- evaluate and edit
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Lower Key Stage 2-composition-vocabulary. grammar and punctuation Pupils should be taught to:

- extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
use the present perfect form of verbs in contrast to the past tense choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- use conjunctions, adverbs and prepositions to express time and cause use fronted adverbials
- learning the grammar for years 3 and 4 in English

Upper Key Stage 2-transcription-spelling Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English

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- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.

Upper Key Stage 2-transcription-Handwriting and presentation Pupils should be taught to:

- write legibly, fluently and with increasing speed
- choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choose the writing implement that is best suited for a task.

Upper Key Stage 2-composition Pupils should be taught to:

- plan their writing
- draft and write
- evaluate and edit
- proof-read for spelling and punctuation errors

Upper Key Stage 2-composition-vocabulary. grammar and punctuation Pupils should be taught to:

- recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- use passive verbs to affect the presentation of information in a sentence
- use the perfect form of verbs to mark relationships of time and cause
- use expanded noun phrases to convey complicated information concisely
- use modal verbs or adverbs to indicate degrees of possibility

- use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learn the grammar for years 5 and 6 in English
- use commas to clarify meaning or avoid ambiguity in writing
- use hyphens to avoid ambiguity
- use brackets, dashes or commas to indicate parenthesis
- use semi-colons, colons or dashes to mark boundaries between independent clauses
- use a colon to introduce a list
- punctuate bullet points consistently

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IMPLEMENTATION

EYFS (Communication, Language and Literacy)

In EYFS children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate

In both small and large groups, children are encouraged to extend their vocabulary and fluency by talking and listening, by hearing and responding to stories, songs and rhymes.

Children are helped to understand that written symbols carry meaning, to be aware of the purposes of writing and to use drawn and written symbols for themselves and, when ready, begin to read and write words and sentences.

A well-stocked book corner gives every child the opportunity and encouragement to become familiar with books, to be able to handle them and be aware of their uses.

Nursery and Reception children have daily phonics lessons to develop blending and segmenting skills. Examples of activities used to encourage Communication, Language and Literacy include: book corner taped stories stories poems water mark making using a variety of media both small and large drawing sand writing (child initiated and adult focus) role play small-world music songs circle time construction toys

A wide range of exciting learning area provide children with opportunities to develop their communication, language and literacy skills on a daily basis with a focus on child initiated activities. As well as a Writing Area, which provides children with a range of materials with which to experiment and practice mark marking/letter formation, other learning areas are enhanced to provide children with the opportunity to read and write in a range of contexts. A range of resources in the outdoor area, provide valuable opportunities to engage children in writing for pleasure.

Adult led activities in EYFS are usually linked to stories, poems or nursery rhymes or to cross curricular Topics. From when they start school, children learn that writing can have a range of purposes and they begin to explore the features of different types of writing.

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Strategies for the teaching of English

- We follow a reading to writing sequence when teaching English. Each unit is focused on a particular text/poem and the children are taught reading skills, new grammar and punctuation and will write a final innovated piece of work.
- The Early Learning Goals have been adopted for children at the reception stage.
- The school has implemented the 2014 National Curriculum and every child will take part in daily literacy lessons.
- The skills acquired in literacy will be applied across the curriculum.
- Additional time will be allocated for learning partners, drama and library activities.
- Children will be taught; as a whole class, in differentiated groups and as individuals.
- Children will learn; as a whole class, in differentiated groups, with a partner and as individuals.
 - Teaching strategies will be varied and will encourage a high level of interaction, particularly in the whole class sessions. Independent learning will be expected of every child.

Environment

The school aims to provide a language rich environment:

- through displays of work that celebrate achievement
- by providing a comprehensive range of good quality resources
- by managing storage and ease of access to literacy resources
- working walls display modelled work and key vocabulary
- classroom/school displays with specific focus on aspects of literacy e.g. book week, poet in school, specific genre.

Curriculum planning

- Medium term plans will be drawn up from the Forton Long Subject map, which key learning is from the National Curriculum 2014 Programme of Study.
- Short term plans will be monitored, by literacy subject leader and head teacher, termly.

Differentiation

Shared text work:

Where appropriate, questions and responses will be directed at individual children.

Word and sentence level:

Objectives will be selected to suit the needs of the majority of the children in the class.

However it may be necessary to give additional support to the less able, or to extend the more able in the guided sessions.

Guided reading and writing work:

Guided work will be organised into differentiated groups. The learning objectives in reading and writing will be based on knowledge and evidence of the children's previous achievements.

Independent work

Teacher will plan for three levels of differentiation when it is appropriate. Differentiation might be by:

- task
- expectation

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- recording (pictorial, written, oral, etc.)
- outcome
- level of support (writing frames, adult intervention)
- time

Special educational needs

- All pupils share in the text level work, where necessary with the support of an additional adult.
- Whenever possible a child will be included and encouraged to develop and use independent learning support strategies.
- A pupil might be supported by a special support assistant, during the word level session or independent work time.
- Please see SEND Policy Document for statements on inclusion and able children.

Marking

All work should be marked in relation to the main learning objective for that task, in addition to marking inaccuracies in spelling and grammar in all writing tasks. Children should be given time to respond to marking.

ICT/Computing in literacy

Opportunities for using ICT/ computing skills are embedded within the medium-term planning of the creative curriculum. Also refer to Computing Policy document.

Handwriting

We introduce a consistent approach to teaching handwriting throughout all classes. These skills are to be taught weekly and are to be used when presenting work throughout the curriculum. Children are taught the correct pencil hold and how to increase speed and fluency as they progress. Also refer to Handwriting Policy.

Target setting and assessment

- Each pupil has an agreed termly writing target. This is set and reviewed in a guided session within the literacy lessons and amended as required.
- Each pupil has an agreed termly reading target. This is set and reviewed in a guided session within the guided reading lessons and is amended as required.
- Teachers use KLIPS and LAPS to inform their teacher assessment.

Standards

- The subject leader and staff will scrutinise and level a piece of writing for each child at least once a term.
- The subject leader will monitor planning and observe teaching regularly.
- The subject leader will monitor and audit resources annually and will ensure that adequate resources are provided within the budget.
- Moderation of writing is done regularly as a whole staff.

Reporting Procedures

- We hold two parents' evenings each year.
- We report in a written format once a year.

Monitoring and evaluation of the policy: Monitoring and evaluation will be carried out by the:

- Head teacher
- Subject Leader

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- Literacy governor

This will include:

- classroom observation (by literacy subject leader annually at least)
- scrutiny of planning (by literacy subject leader termly)
- scrutiny of children's work (by literacy, subject leader termly)
- moderation exercises (by whole staff, annually)
- interrogation of data (head and subject leader annually)
- cluster involvement
- specialist leader advice
- INSET
- Regular reports submitted to Governors via Head Teacher and English Subject Leader