Walkern Primary School

English Policy

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Aims and Objectives

Our Teaching is planned from the 2014 curriculum, incorporating the national curriculum programmes of study for speaking and listening. We aim to embed the skills taught in English across the curriculum.

English is taught daily as a discrete lesson in Key Stage One and Two ensuring an appropriate balance of whole class, group and individual teaching is maintained. Extra time in the day and week is set aside for independent reading and writing when this is appropriate. In Foundation, core texts develop topic based learning which contain Literacy elements.

The teaching of phonics is central to early literacy skill development and discrete sessions are taught in Foundation and Key Stage One. As a school, we follow Little Wandles.

English unites the important skills of reading and writing. It also involves speaking and listening, discussion and reflection. It is a life skill which enables us to make sense of our world. We aim for all the children to become confident, critical readers and writers with the capacity to express themselves through a variety of different literacy activities.

Learning Journeys and Success Criteria enable children to be aware of expectations and their next steps. They are given opportunities to evaluate and reflect on their own work. Teachers give clear feedback to children so they know where they have succeeded and what they need to do to improve further. Pupil progress is regularly monitored and pupil progress meetings are held where new learning targets are set as appropriate.

We aim:

- To develop in our pupils the ability to communicate effectively in speech and writing whilst demonstrating the ability to listen with understanding;
- To encourage them to be enthusiastic, fluent and responsive readers who can learn and gain pleasure from the written word;

- To enable them to understand the sound and spelling system and to use this to read and spell accurately;
- To be able to plan, revise, re-draft and edit their writing.

Speaking and Listening

To develop our pupils as speakers and listeners we:

- Give them opportunities to express their ideas to a range of audiences;
- Give them opportunities to take part in group discussions and drama activities;
- Encourage them to listen and respond appropriately to others;
- Help them to understand the need to adopt their choice of language in differing situations and contexts;
- Give them opportunities to evaluate and reflect on their own speech;
- Encourage them to use the vocabulary and grammar of Standard English whenever appropriate and to have respect for other languages and dialects.

Reading

To develop our pupils as readers we:

- Provide all children with a stimulating range of fiction and non-fiction texts;
- Teach them to read accurately and fluently using a range of strategies;
- Within weekly Guided Reading sessions, help them to understand and respond to what they read, using inference and deduction where appropriate;
- Provide a strong, systematic emphasis on the teaching of phonics and other word skills;
- Encourage them to become independent and reflective readers who are able to develop their own personal tastes;
- Teach them how to seek information and learn from the written word, using higher order reading skills of skimming and scanning.
- Utilise the support of parents to listen to readers when possible, giving children who need it the opportunity of guided practise.
- Build independent reading time into our regular time table to encourage regular practise and develop the importance of reading.

Writing

To develop our pupils as writers we:

- Teach them to write effectively for a range of purposes and a range of audiences, adapting their vocabulary and style as appropriate;
- Encourage them to write with interest, commitment and enjoyment;
- Show them how to write in a variety of forms such as stories, poems, reports and letters, providing models of each style;
- Show them how to evaluate and improve their writing, using the writing processes of planning, drafting, revising and proof-reading in a systematic way;
- Encourage children to be adventurous in their choice of language – including age related words within the writing work;
- Provide opportunities to develop children's skills in punctuation and grammar;
- Give them the knowledge and the strategies to become confident and accurate spellers;
- Teach them a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately;
- Encourage them to use relevant Computing programs and word processing.

Handwriting

We aim to develop handwriting by:

- Developing fine motor skills from the earliest stage through manipulation activities;
- Encourage children to hold writing implements correctly and to sit appropriately;
- Regular handwriting sessions using Little Wandle's mnemonics and visuals in Foundation and Year 1 before transitioning to 'Penpals' in Year 2 onwards.
- The use of black handwriting pens from Year 4 onwards, once children have been issued their 'pen licence'.

Spellings

We aim to develop spelling by:

- Teaching children to hear and identify sounds in words (phonemes);
- To be able to use dictionaries and spelling logs – including Have A Go Word books;
- To monitor children's knowledge of high frequency and exception words;
- Partitioning words into syllabic parts;
- Developing an understanding of spelling rules and exceptions.

Assessment and Marking

- All children are assessed as part of the EYFS statutory requirements.
- At the end of year 1 children's phonic knowledge is assessed;
- Children are assessed using SATs in 6;
- Year 1, 2 3, 4 and 5 children are teacher assessed at the end of the year against the Herts criteria;
- Grammatical knowledge is formerly assessed at the end of year 6 and regularly assessed in other years when taught in lessons;
- Interventions to support children below ARE are in place throughout the school, based on the need each year
- Children are encouraged to improve their writing through self- reflection, verbal feedback and marking where appropriate.