

Old Buckenham Primary School

English Policy



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Executive summary	This is an updated version of the policy
Review Body	Teaching Body
Endorsed By	The Governing Body
Review frequency & next review due	Every 3 years or as required
Comments	This policy is available on our school website and is available on request from the school office.

Mission Statement

“For everyone, everywhere, literacy is, along with education in general, a basic human right.... Literacy is, finally, the road to human progress and the means through which every man, woman and child can realize his or her full potential.”

Kofi Annan

Rationale

By the age of 11, we aim to ensure that all children:

- 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 and reflect on the effectiveness of the choices they have made.
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Speaking, Listening and Drama

We help children to develop confidence and articulacy in their speaking, listening and drama by:

- Ensuring that children should have opportunities to take part in purposeful and relevant discussions, including formal debates with cross-curricular themes
- Supporting children in the learning of age-appropriate poetry by heart for pleasure and performance.
- Providing opportunities for children to develop skills in public speaking.
- Ensuring that children have the opportunity to rehearse, perform and critically respond to dramatic works that they have created.

Phonics and Reading

To ensure that all children reach their potential in reading we will:

- Teach children decoding and comprehension skills through the daily synthetic phonics programme ‘Letters and Sounds’. The programme will focus on KS1, but will however also be used in KS2 as appropriate in order to best provide for the needs of individual children.
- Encourage reading for pleasure and celebrate the school’s reading culture through regular library sessions, class and whole-school events and the sharing of books in groups and as a class.
- Provide guided group **or** whole class reading sessions in KS1 **and** whole-class guided reading/comprehension sessions in KS2, where children are taught the key skills of reading, understanding and interpreting texts.
- Expose children to a varied range of text types and genres, some beyond their reading age.
- Include one reading comprehension lesson in each ‘Talk for writing’ fiction block.
- Ensure that children are able to read, understand and question the reliability of online texts.

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- Provide the children with a Reading record for use by their adults at home, in order to better collaborate with parents and carers in the reading progress of their children and to provide an opportunity for children to reflect on the reading they have done.

Spelling, Grammar and Handwriting

At Old Buckenham Primary School, we firmly believe that good spelling is an essential skill that allows the children to communicate their understanding in all curriculum subjects. In order that pupils develop into effective and confident writers, they need to develop and use a range of effective spelling strategies. By providing children with a range of strategies, we equip them with the independence to attempt spellings before asking for adult help. We particularly want our children to develop a love of language and the confidence to spell more challenging and ambitious words. By giving them the opportunity to develop a rich and exciting vocabulary, we are enabling them to become effective communicators.

To ensure that all children reach their potential in spelling and grammar we will:

- Provide regular spelling sessions linked to the age-specific spelling programme set out in the National Curriculum 2014; (*see spelling policy*)
- Ensure that our learning environment is rich with language;
- Provide weekly spelling homework which will reinforce class teaching;
- Provide grammar-focused teaching objectives within our medium and long-term planning as recommended by the subject leader and by the 2014 National Curriculum. Following Cold Writing Tasks, class teachers will identify and teach particular SPaG objectives to both introduce objectives for the appropriate year group and, as appropriate, revise those taught in previous years to ensure progression is made by the time the children have completed their Hot Writing Task.
- Teachers will develop children's ability to write in a legible, cursive style at an appropriate pace through regular practice and by promoting pride in presentation, modelling correct letter and word formation routinely when writing.
- Our handwriting aims will be achieved in conjunction with the school's Presentation Policy, using regular, weekly handwriting activities.
- Use statutory spelling words in the T4W model texts
- Test and assess children on the statutory spelling words termly in Years 1-6 and use these results to adjust interventions.

Writing

Our approach to writing is based on 'Talk 4 Writing', which is an approach that supports children to explore, through talk, the thinking and creative processes involved in being a writer. It is embedded at every phase of the teaching sequence, which is structured to include teacher talk, supported pupil talk and independent pupil talk. We believe that 'Talk 4 Writing' is an approach that goes beyond the development of children's general speaking and listening skills – it allows children to explore the processes involved in being a writer, and extends oral rehearsal so that it becomes a draft for their written pieces. The approach supports the children to move from talk into writing. We use this approach across the curriculum, as well as in English lessons.

To ensure that all children reach their potential in writing we will:

- Ensure that writing has a clear purpose and audience and where possible has cross-curricular links.
- Encourage the love of writing for its own sake.
- Provide children with first-hand experiences to inspire imaginative writing.

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- Provide children with guidance and support to improve; to give children an understanding of their writing ability and support them in developing realistic, personal targets.
- Immerse children in a vocabulary-rich culture where children are not afraid to experiment with new and exciting language.
- Provide children (identified through assessment) with a range of appropriate interventions in order to support them in overcoming barriers to progress.

Assessment (*see marking and feedback policy*)

- Assessment will be undertaken in line with the school's marking and feedback policy.
- Children will be assessed in line with age related expectations set out in the assessment documents of the 2014 National Curriculum. (See Assessment for Learning policy).
- Use of marking ladders which match the 'Writing genre' will be used on the Cold and Hot Writes. Objectives highlighted in green indicate success, objectives highlighted in pink indicate targets for that unit that have not been met. KPI (Key Performance Indicator) grids will be used to record where children have met the National Curriculum objectives for their Year Group in any independent writing they have completed.
- Two targets will be identified from the mark ladder for each cold write and reassessed after the hot write. In order to show progress, the original targets from the Cold Write will be highlighted green in the Hot Write when met.
- Regular structured assessments will be undertaken to monitor progress throughout the school and to enable the setting of relevant, realistic personal targets.

Role of the subject leader

The Subject Leader will:

- Monitor planning, delivery and assessment of Literacy, supporting staff in increasing their skills and thus the quality of English throughout school.
- Rigorously analyse data and will identify children who need extra support in order to close the attainment gap.
- Provide support and training for staff without whole-class responsibilities and HLTAs.
- Deliver training during staff meetings and INSETs as appropriate.

Related Policies: EYFS Policy, Marking Policy, AfL Policy, SEND Information Report, Assessment Toolkit, Homework Policy, English mastery curriculum and overview.