



Chapelford Village Primary School

ENGLISH POLICY

Learn

Achieve

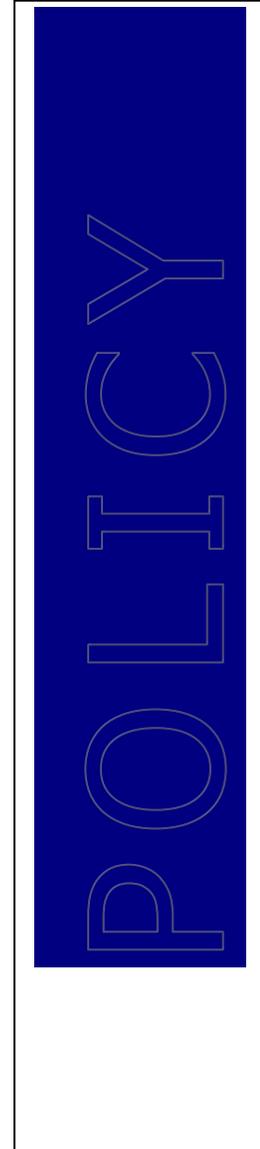
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RATIONALE

At Chapelford Village Primary school, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We aim to develop these skills through an integrated programme of Speaking & Listening, Reading & Writing.

Literacy is at the heart of all children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum at Chapelford Village Primary school and helps pupils' learning to be coherent and progressive.

AIMS

At Chapelford Village Primary School we strive for all of our children to be literate. By the end of Year 6 we aim for all children to be able to:

- be effective, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- have an interest in books and to read for enjoyment, engaging with and understanding a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, well-presented written work.

TEACHING AND LEARNING

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

FOUNDATION STAGE

At Chapelford Village Primary School we believe that developing children's positive attitudes to literacy from the earliest stage is of paramount importance. We strive to foster these attitudes by using play, story, songs and rhymes and provide lots of opportunities and time to talk with children about their experiences and feelings. The role of adults in supporting children is crucial to fostering their positive attitudes towards literacy and at Chapelford Village Primary School we believe strongly that parents are our partners in achieving this. Handwriting will be taught discretely as detailed in the handwriting policy – **refer to policy**.

KEY STAGE ONE

In Key Stage 1 children will be taught to learn to speak confidently and to listen to what others have to say. They will begin to read and write independently and with enthusiasm. The children will be encouraged to use language to explore their own experiences and imaginary worlds. Children will have daily literacy lessons that focus on National curriculum 2014 teaching requirements. Children in year 1 will also experience daily phonic sessions to develop their reading skills and children in year 2 will have daily phonic sessions where required or daily spelling sessions. In key stage one, Grammar skills will initially be taught discretely before being embedded within literacy lessons.

KEY STAGE TWO

In Key Stage 2, children have daily literacy lessons including reading, writing and grammar. Grammar will initially be embedded within literacy lessons. Children will also experience spelling and handwriting sessions regularly. Literacy skills are developed across the curriculum, with the expectation of high standards of literacy remaining in all subjects. Children will learn to change the way they speak and write to suit different situations, purposes and audiences. They will read a range of texts and respond to different layers of meaning in them. They will explore the use of language in literary and non-literary texts and learn how the structure of language works.

ASSESSMENT AND RECORD KEEPING – Refer to Academic Guidance Policy

The following tools are used in the assessment of English:

- Quality marking and feedback – ‘Tickled Pink, Green for Growth’ marking
- RWI Phonic tracking sheets
- Guided Reading tracking Grids
- Target Tracker software
- NFER assessments
- Optional SATs papers
- Early Years Foundation Stage assessment grids

INCLUSION AND EQUAL OPPORTUNITIES

All children will receive quality first literacy teaching on a daily basis and activities will be differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented to improve their attainment. Pupils that are more able will be planned for ensuring challenges will be provided within literacy lessons for this group of learners.

All children will be provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

SPOKEN LANGUAGE & DRAMA

To develop as fully as possible each child’s competence, confidence and enjoyment in speaking and listening, group discussion, interaction and drama will be embedded throughout the whole curriculum. The 2014 Curriculum provides guidance on incorporating speaking and listening into planning through specific tasks.

During lessons a range of techniques will be used to engage children in communication. Different teaching strategies, including talking partners, ensure that speaking and listening will remain an important part of the teaching sequence.

The curriculum provides many opportunities to enhance speaking and listening skills. Activities such as open minded homework tasks, which the children present to their classes, class presentations, class assemblies, school council roles, and also school productions all contribute to the development of confident speakers and listeners.

PHONICS AND READING

Teachers will promote and value reading as an enjoyable activity and a life skill. Pupils will have access to a wide range of reading opportunities that include:

- RWI phonics sessions – Early Years Foundation Stage/KS1/KS2
- guided reading
- shared reading
- regular independent reading
- home/school reading
- hearing books read aloud on a daily basis

- selecting own choice of texts
- reading in other subjects including ICT texts
- Reading Plus
- Bug Club

Reading in the Early Years Foundation Stage at Chapelford Village Primary School will support children in developing an interest and enjoyment of reading. Initially, the children will be encouraged to develop positive reading behaviours, such as handling books carefully, holding books upright, turning pages and showing an interest in illustrations, understanding and joining in with stories, books, poetry and rhymes, recognising that print carries meaning, in both books and the environment. Through this, children should develop a competency to read a range of familiar words and simple sentences.

Phonic knowledge forms an integral part of a child's learning of basic reading and writing skills. Children in the Early Years Foundation Stage and Key Stage 1 receive phonic teaching based on the Read, Write, Inc. program. Read Write Inc is also used as an intervention tool where necessary in Key Stage 2. Staff use the Read, Write, Inc. program to provide daily lessons in the teaching of phonics to ensure the children use appropriate strategies to decode, blend, segment and read for meaning. Children across Early Years Foundation Stage, and in Key Stage 1 are regularly assessed and placed in groups for phonics to ensure they are working at their appropriate level of challenge and expectation. In these early stages of reading, teachers ensure that books match sounds being taught.

In shared reading the teacher models the reading process to the whole class as an expert reader providing a high level of support. Texts are rich and challenging to nurture and develop a love of reading at all levels. Staff use a variety of stimulating books to engage and enhance the child's wider reading experiences.

In guided reading, texts are chosen to match the ability of the group whilst also being age appropriate and providing challenge linked to the content domains. Teachers follow the five-part structure when planning guided reading sessions.

Many other opportunities are provided for pupils to practise and extend reading in other subjects at an age appropriate level. Pupils select texts under the guidance of the teacher for independent and home/school reading. Where pupils are working below age appropriate objectives, additional reading opportunities and interventions are provided. In Key Stage 1 and Key Stage 2, all teachers are responsible for hearing children read at least once per week during guided reading sessions.

Children are encouraged to read widely and for pleasure. Classroom reading environments are print-rich and stimulating with a wide range of books displayed creatively and imaginatively. Working walls display rich and varied vocabulary. Reading areas display recommended books, author studies, prompts to support children to read and children's own books that they have written. World Book Days inspire and motivate children to have a love of reading and to share books. All classrooms have a well-stocked book area with a range of fiction and non-fiction. Pupils also have opportunities to read newspapers, information leaflets and ICT texts. The school library is an important resource and pupils are taught how to use it appropriately.

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly - **Reading Strategy – Appendix 1**. Children in Key Stage 1 who are accessing the Read Write Inc. program will take home an appropriately levelled reading book each week alongside a guided reading book. Children in Key Stage 1 who are no longer on the RWI program will take home an appropriately levelled guided reading book. In years 3 and 4, children chose an appropriate levelled book. In years 5 and 6, children who are reading at an age appropriate level chose a reading book from the class library. Children in years 5 and 6 who are not yet reading at an age appropriate level, continue to take a levelled book home. Staff monitor the frequency of home reading on a weekly basis.

WRITING

Teachers will promote writing as a key life skill. Teachers at Chapelford Village Primary School promote a love for writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be. Pupils will have access to a wide range of writing opportunities that will include:

- shared writing
- guided writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- collaborative writing
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting
- using ICT

The English curriculum is designed so that skills are taught sequentially. Independent writing opportunities ensure that children have the opportunity to apply the teaching points encountered as part of the teaching sequence in their own piece of writing. Independent writing will also provide the teacher with an overview of which aspects of writing have been secured and which need further teaching and extension. Children are expected to apply their writing skills and knowledge in cross curricular lessons and staff provide extended writing opportunities to ensure children can write for sustained periods of time and at length. During all writing activities high expectations and standards of writing in terms of composition, word selection, spelling and punctuation is encouraged across all subject areas.

SPELLING

At Chapelford Village Primary School, children will have access to a range of spelling opportunities. Spelling are taught through a variety of different approaches:

- Daily discrete Read Write Inc phonics teaching that explores the grapheme-phoneme link in EYFS and Year 1
- Whole class teaching of specific spelling patterns and words using the Babcock Spelling program from Year 2
- Using phonics knowledge in real life contexts
- Applying spelling skills across the curriculum

Teachers provide a wide range of contexts for reinforcing spelling patterns and tricky words throughout the school day. Children are expected to be able to spell high frequency words correctly and the common exception word lists for their particular year group.

SPELLING OVERVIEW – Appendix 2

HANDWRITING – refer to policy

HOME LEARNING – refer to reading strategy

Documents that support this policy:

Academic Guidance Policy

Teaching and Learning Document

SEND policy

SMSC Policy

Reading Strategy