



Tregoze



• Primary School •

Inspire • Motivate • Challenge

Tregoze English Policy

Status and review cycle: Legally Required

Bi-Annual review required

Reviewed: LBG

Ratified by governors on: 12th March 2019

Next review date: 12th March 2021

Understanding English Curriculum and Language

“ English is the language of the future, the most important tool you’ll ever need”.

(Benjamin Zephaniah, Poet, Writer, Actor)

At Tregoze school we recognise the central importance of English: as a medium for thought, learning and expression across the curriculum, and as a subject in its own right. Children need a facility with language in order to learn, and to play a full and active part as individuals within our global society.

A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.

Children come to Tregoze with varying degrees of knowledge about language. We, as their teachers build upon this knowledge and provide opportunities to develop a love for the English language, through the spoken and written word.

AIMS

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

In **Speaking and Listening** we aim to develop children's ability to:

- Adapt their speech to a widening range of circumstances and demands
- Listen, understand and respond appropriately to others
- Formulate, clarify and express their ideas.
- Learn to use the vocabulary and grammar of standard English.

Our intention, in terms of **Reading**, is to teach children:

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

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, at Tregoze, we teach phonics when the children start school.

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. 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.

In **Writing** our intention is to teach children to:

- Write with growing confidence and precision in a widening variety of forms for different purposes.
- Balance effective compositional skills – developing ideas and communicating meaning in a lively, appropriate style – with good presentational skills, learning to punctuate accurately, spell correctly and write in a legible hand.

In the course of their work, children will also be involved in Drama education and role-play. This will help the children to communicate, and to understand the communications of others – in words, through gesture and on film. Computing will help to extend children's access to information and to enable them to organise and present their own thoughts more effectively.

SPELLING, VOCABULARY, PUNCTUATION AND GRAMMAR

Spelling, vocabulary, punctuation and grammar are all taught as a thread within the English lesson. There is a grammar overview that dictates the objectives that need to be covered in each year group. It could be taught through sentence starters, games, test questions, and songs.

In grammar, vocabulary, punctuation and grammar are intention is to teach children to:

- Understand the different technical names
- Use it different contexts
- Identify where they appear in a word or a sentence
- Up level their work to ensure that these elements are accurate.

SOCIAL, MORAL, SPIRITUAL AND CULTURAL DEVELOPMENT

English contributes to our students' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping students to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.

ORGANISATION

English is allocated to 6 ½ hours a week. Each week, four/five English sessions are taught with opportunity for reinforcement of skills and extended writing, appropriate to the needs of the children.

In addition to the English sessions, a guided reading session of 15-20 minutes takes place daily, where children work in small groups and the teacher has a different focus group day. In Key Stage One, differentiated daily sessions of 10 to 15 minutes are planned to teach focussed phonic work based on the Letters and Sounds programme. Phonics intervention groups are also in place in Key Stage Two for those children who have been identified as needing some additional support in this area.

PLANNING

English is planned for using the objectives from the National Curriculum. Teachers use high quality texts as a stimulus for learning to enhance their language and vocabulary development. Teachers work independently to plan an overview for the English units to ensure they fit within a cross curricular approach for the year. Each unit is planned using the objectives for the appropriate year groups ensuring that the outcome is decided from the beginning. They then use the three phases to make sure that all the different learning styles are met to help the children reach the end objective. Each unit includes an extended piece

– either narrative or non-fiction and regular short burst writing opportunities. Short term, weekly planning outlines stimulating and challenging activities to meet the objectives.

TEACHING AND LEARNING STRATEGIES

SPEAKING AND LISTENING

At Tregoze we provide opportunities for children to express themselves orally to encourage clear thinking. Children have the opportunity to present their ideas and have them received and valued by others as well as listening to and respecting other's views.

When children first arrive, they are encouraged to take part in many activities to develop their confidence and their speaking and listening skills with a variety of audiences.

Examples:

- ◆ share in circle time
- ◆ take part in role play activities
- ◆ respond to stories or poems that are read
- ◆ learn to listen to others and contribute in shared reading and writing activities.
- ◆ listen to stories on the tape recorder
- ◆ recite rhymes
- ◆ express their opinions
- ◆ take part in class assemblies
- ◆ read back their writing
- ◆ Whole class discussions – e.g. RE or PSHE, citizenship, circle time.
- ◆ Small groups or partner activities – expressing views and listening more carefully to the opinion of others.
- ◆ Take part in performances for own class, rest of school and for parents – learn to adapt the way they speak to suit the needs of the task and the listener.
- ◆ Using puppets for role-play and hot-seating
- ◆ debates
- ◆ Tell stories and recite poems – learning to speak with expression.
- ◆ Talk partners to discuss writing, support with redrafting work.
- ◆ Talking about books read in group reading, justify opinion, give preference.
- ◆ Re-telling stories using 'Talk for Write'.
- ◆ Presenting work to the class with the aid of ICT.
- ◆ Responding positively to others e.g. in P.E. gives response to dance performance.

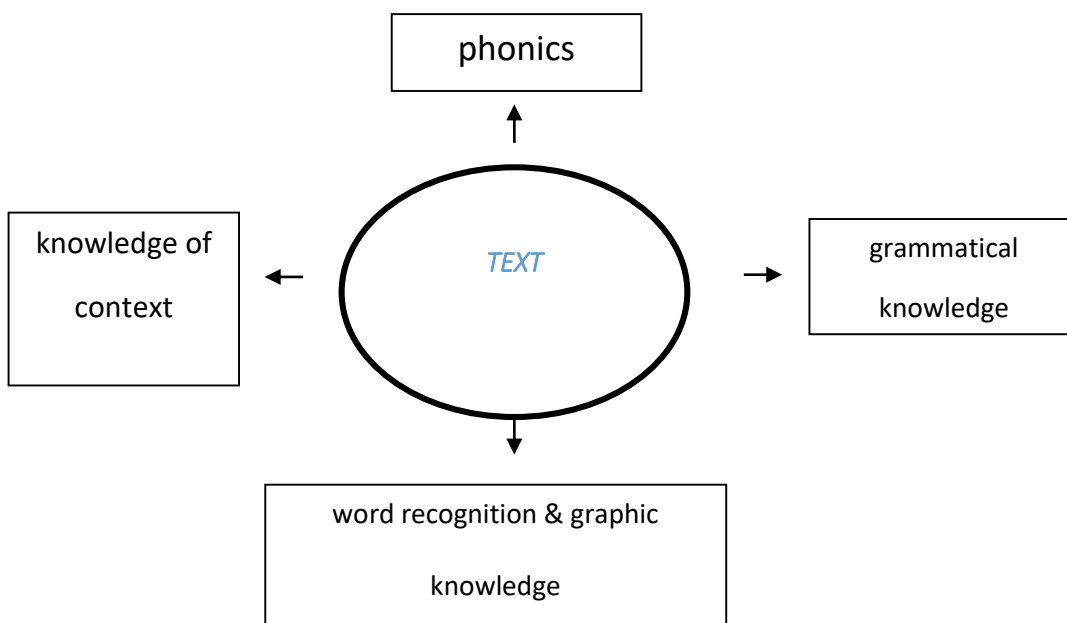
READING

At Tregoze school we strive for children to become literate. By the age of 11 we aim for a child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment.
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of texts types and genres – be able to write in a variety of styles and forms appropriate to the solution.
- be developing the powers of imagination, inventiveness and critical awareness. Have a suitable technical vocabulary to articulate their responses.

Pupils should encounter an environment in which they are surrounded by books and other reading material presented in an attractive and interesting way.

Pupils become successful readers by learning to use a range of strategies to get at the meaning of a text. These strategies can be seen in the ‘Searchlights Model’. Children need to be taught to use as many of these strategies as possible in order to be successful readers.



At key stage 1 there is a strong and systematic emphasis on the teaching of phonics and other word level skills. We use the letters and sounds program of study.

Type of Reading	Organisation	Opportunities
Whole class shared Reading	Big Book. All class read together.	Discussion on specific aspect of text e.g. characters, language. Focus on word level, sentence levels objectives.
Modelled Reading	Teacher reads to the whole class.	Discuss extended novels, develop, and broaden vocabulary. Discuss various styles, genre. Involved in more challenging texts.
Guided Reading	Teach ability groups – small group (6-8) with six books of the same title.	Teachers to focus specific teaching skills appropriate to the needs of the group.
Group Reading	Children in small groups read a text, discuss and talk about their reading independently.	Allow children to work together sharing text. Develop skills in ‘talking’ about text. Able to practice, reinforce reading skills.
	Children read books from selected ability band	Reinforce skills taught. Reading for enjoyment Reading at home

Individual Reading		
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WRITING

At Tregoze we recognise that writing is closely related to reading, the two activities reinforce each other.

The context of pupils' reading, i.e. the text, gives structures, themes and purposes for much of their writing, while the focussed teaching of word and sentence level skills contributes to the organisation and accuracy of their writing. Pupils need to see the writing process being modelled by the teacher – this is a very important part of our teaching at Tregoze.

We encourage children to realise that much of their writing will be read by other people and therefore needs to be appropriate, legible, accurate and correctly set out.

In line with the new Curriculum, editing and revising is a big part of the writing process. The children are taught to read back through their work and revise and edit it for spelling, punctuation and grammar.

Key Stage 1

1. In Reception, children are encouraged from the beginning to see themselves as writers and to have confidence to express themselves by making marks on paper. They are asked to write developmentally (emergent writing) and to “read” this back to the teacher. This writing is valued and displayed. Children should be taught to join phoneme blends and clusters.
2. The teacher progressively introduces children to the letters of the alphabet and encourages children to use their emerging knowledge of words and letters in their own independent writing. Children are encouraged to “have a go”, developing their ability to spell independently.
3. At the same time, the teacher becomes a model by writing for children and encouraging children to follow the example. Teachers and TAs need to model joined handwriting from Reception.
4. As they develop in knowledge and confidence, children are encouraged to write at greater length and in a wider range of forms in line with the text level objectives in the New Curriculum
 - stories
 - poems
 - lists
 - letters
 - instructions

5. Great emphasis is put on the correct formation of letters, and cursive handwriting is specifically taught from reception. Structured daily handwriting practice is necessary from reception. Where appropriate, children will use pens in their handwriting.
6. Word level work focuses specifically on teaching spelling patterns, rules and spellings of commonly occurring words,
7. Attention is given to the writing of correct grammar and of punctuation.
8. Children will be given the opportunity to write on lines from reception onwards.

Key Stage 2

1. As children become more experienced writers, they will be given the opportunities for writing in a range of styles for different purposes and different readers in line with the text levels objectives for particular year groups.
2. Children learn how to draft, revise and edit using dictionaries and thesauruses to correct spellings or enhance vocabulary. Teacher's also support this process through marking in the moment.
3. We believe that self-esteem in spelling is very important and the word level objectives guide the teaching of spelling rules and patterns. Children are also encouraged to use their phonic knowledge to support their spellings
4. Handwriting is taught through the scheme 'Letter join' which is modelled by the teacher and taught daily in most classes. All the children use a pencil until they have earned their pen licence.
5. Children will publish some pieces of writing using Computing.

Organisation of Writing

Type of Writing	Organisation	Opportunities
Shared Writing		Focus on text an sentence,

- Identify the different graphemes for the phonics taught
- Learn the letters and letter combinations most commonly used to spell those sounds
- Write words by combining the spelling patterns of their sounds
- Spellings are taught through learning different spelling rules, they are taken from the Letters and Sounds word lists, the read, spell, inc scheme, the phonics pattern that is being focused on in that week, misspelled words and common misconception words from the curriculum.

Key Stage 2

Teachers use the read, spell, inc spelling scheme to support their teaching of spelling. Teachers also teach the children to spell the words on the year 3 /4 and the year 5/6 word common misconception lists. Where possible, the weekly spelling lists are taken from the children's own misspellings in their writing. The teacher supports these with spellings appropriate to the child's needs and to reinforce patterns and rules taught during the English session.

Teachers plan a range of stimulating activities to engage the children with their spellings, these may involve;

- Crosswords, hangman
- Dictionary hunt
- Word search
- Writing a genre paragraph, eg. A spooky night
- Call my bluff
- Looking for patterns
- Making mneumonics

MONITORING AND EVALUATING

The English coordinator and Head teacher meet at the beginning and end of a term to agree and review a termly action plan for monitoring and evaluating. Key issues are identified and a detailed outline of monitoring activities are discussed and agreed with all staff.

Monitoring, Evaluation and Review takes the form of the following:

- ◆ observations of teaching
- ◆ review of teachers weekly planning
- ◆ information from progress meetings
- ◆ scrutiny of written work.
- ◆ whole school moderation
- ◆ analysis of data e.g. SAT's results, end of term and unit assessments
- ◆ staff meeting, Key Stage meetings to ensure consistency of approach, standards of expectation.

ASSESSMENT AND TARGET SETTING

Assessment

Formative assessment, carried out by the class teacher, is an integral part of their role. The results from these assessments are used to inform future planning. Assessments of children's independent writing are ongoing and assessed using year group objectives. These are then updated termly onto our assessment system – Pupil Asset.

Assessment involves the identification of children's progress against their year group targets. The teacher will assess whether or not the child is working below the age related standard, at the age related standard or above the age related standard.

Formal, summative assessments are carried out at the end of Key Stage 1 and 2 in accordance with the National Curriculum assessment requirements. End of Year assessments take place in Years 1, 3, 4, and 5 for reading, writing, SPAG (spelling, punctuation and grammar) and maths. Phonics are assessed at the end of Year 1.

Children are benchmarked for reading on a regular basis and this helps to assess their reading level and which books to read.

Wherever possible, and certainly in the early stages, marking takes place alongside the child. Over time, teachers seek to set high, yet appropriate expectations for our young writers. They encourage editing and drafting as appropriate to improve both content and presentation, and set targets for development. Children are encouraged to use the same systems for editing and drafting their writing.

EQUAL OPPORTUNITIES

Our aim as a staff is to ensure that all children have equal access to a rich and rewarding curriculum for English, and that they experience this curriculum in ways, which are appropriate for their needs.

Consequently, we will make use of a suitable range of learning activities, teaching strategies, educational materials and technological aids to meet the needs of the individual learner. Every effort will be made to ensure that the methods and materials used are free from prejudice or bias against any particular group.

Children for whom English is not the first language will be supported in their use of English and will be given opportunities to make use of their home language to assist their learning and to add to the resources of the classroom. Every effort will be made to ensure that these children's cognitive ability is taken into account when we assess these second language user's work.

THE ROLE OF PARENTS/CARERS AND COMMUNITY INVOLVEMENT

We see parents/carers as crucial partners in the process of developing children's language skills.

- They have a shaping influence on children's language development before they come to school and throughout their school life.
- They provide valuable support at home in helping children to become readers.
- They are the audience for children in their development as speakers and listeners, readers and writers as they move throughout the school.

We inform parents termly, of the English objectives that will be taught. In parent/teacher discussions we discuss children's English targets.

In the foundation stage, the reading record book encourages parents/carers to support their children in reinforcing and practicing reading and spelling skills taught in the classroom.

In Key Stage 1 and 2 we suggest that children read every school night for 10 minutes. The children could also be set grammar, phonics words or handwriting to support their learning. Children use homework diaries to organise and record their homework.

REVIEW AND EVALUATION OF THE POLICY

This policy was drawn up by the English coordinators, working in consultation with the whole staff.

Its implementation is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the English coordinator, on behalf of the Head teacher and Governors.

SignedKS
Coordinators

Signed Head teacher

Date