

Grindleton C.E. Primary School



In the same way, let your light shine before others that they may see your good deeds and glorify your father in heaven.'

Matthew 5 v16

English Policy

March 2023

Aims and Curriculum Intent

At Grindleton C.E. Primary School we strive to provide children with a high-quality education in English. We 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. All children will possess a good command of grammar and standard English as well as developing a love of reading. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

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. Our aims 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.

Governors

A designated link governor will meet with the English Subject Leader at least once a year to find out about:

- The school's systems for planning work, supporting staff and monitoring progress;
- The allocation, use and adequacy of resources;
- How the standards of achievement are changing over time.
- Visit School and talk to pupils about their experiences of English;
- Take part in lesson observations or planned English activities in school;
- Promote and support the positive involvement of parents in English;

- Attend training and other events relating to the English curriculum;
- To be understanding and supportive of our aims in the learning and teaching of English and to review this policy annually.

Implementation and organisation of English

Reading

We teach the skills of reading as word reading and comprehension as per the National Curriculum. Word reading skills are taught progressively, beginning with the Early Years Curriculum and in Years 1-6, following the Lancashire Key Learning in Reading (KLIPS). These skills are broken down further on the Learning and Progression Steps (LAPS). The teaching of word reading is focussed around the teaching of phonics in EYFS and KS1 (see phonics section). Phonics teaching sees children progress through the Monster Phonics Scheme. In KS2, children are expected to be able to read books written at an ageappropriate level accurately and at a reasonable pace. Children are encouraged to use self-help reading strategies to work out unfamiliar words.

In lower KS2, the teaching of word reading focuses on widening children's vocabulary and the breadth and depth of their reading. By upper KS2, children should be able to read silently and aloud a wider range of poetry and books written at an age appropriate interest level with accuracy and at a reasonable pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

Comprehension is developed from the start of a child's journey at Grindleton Primary School. We use picture books/ pictures and effective questioning to develop book talk in the Early Years, using learning objectives from the EYFS curriculum (and LAPS). Books with words are introduced, linked to phonics and children's understanding is developed further through various speaking and listening activities, including questioning, role play and drama.

In KS1 and KS2, the development of comprehension skills focuses on:

- Activating of prior knowledge
- Prediction
- Questioning
- Clarifying
- Summarising
- Retrieving
- Inference

In KS1, children are taught to read through daily phonics teaching, guided reading, individual reading, independent reading and English lessons. In KS2, children are taught to read through guided reading sessions, individual reading, independent reading and English lessons. We also promote reading across the curriculum.

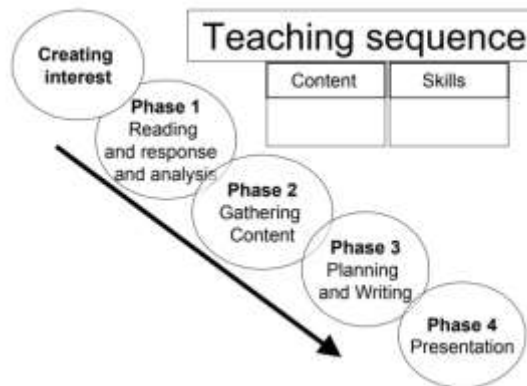
Writing

Learning to write follows the structure of the National Curriculum with a focus on transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). Children are also taught how to plan, revise and evaluate their writing.

Writing covers two main areas, transcription and composition:

1. Composition

Composition of writing takes into account many different elements. We follow the reading into writing model. How long is spent on each phase in the diagram below will depend upon the length of the whole unit and the needs of the children in the class.



Composition is taught through shared writing, guided writing, scaffolded writing and independent writing. Writing is taught through English lessons, spelling sessions and grammar sessions. We also use writing across the curriculum to embed skills taught in English sessions.

2. Transcription

Transcription is made up of handwriting and spelling. There should be weekly teaching of handwriting. We encourage children to take pride in their work and recognise that handwriting is a form of communication and as such should be considered important in order for it to be effective.

There are three main strands to spelling teaching:

- Learning and applying the spelling of the most common English words.
- Learning sounds and spelling patterns of collections of words.
- Learning how to be accurate with 'unknown' words.

Spelling needs to be taught regularly and words taught need to follow a spelling rule. Children will group and learn words according to spelling strings and rules. Alongside this, the key words for each year group need to be taught (found in Key Learning in Writing document). All spellings should be applied.

In Early Years and Year 1 our spellings will link with our phonics work which follows letter patterns and also learning the spelling of high frequency words. In Year 2, we continue to link our spellings with our phonics work, following the Monster Phonics Program.

In Year 3 – Year 6, we follow a spelling scheme of work. Generally, teachers use the lessons and spelling lists in this scheme, alongside other resources, which ensures curriculum coverage and progression. This scheme works on a spelling rule/ string of letters that the children can apply. The key words are split up into year groups on the Key Learning in Writing documents and the children are taught how to spell these words too. In Key Stage One the focus of learning to spell is based on phonics and with the high frequency words, identifying the 'tricky' part of the word.

Using this strategy and also considering that our children learn in different ways, we use various strategies to help our children with spelling, including:

- box up the word (shape of the word)
- pyramid
- vowels/ consonants/ letter pattern in a different colour
- look, say, cover, write and check
- syllables

Phonics

The National Curriculum states:

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 phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Phonics is taught in Key Stage One. We use The Monster Phonics Scheme. In phonic lessons children are taught three main things:

- GPCs They are taught the GPCs. This stands for grapheme phoneme correspondences. This simply means that they are taught all the phonemes in the English language and the ways of writing them down. These sounds are taught in a particular order using a systematic approach.
- Blending - Children are taught to be able to blend. This is when children say the sounds that make up a word and are able to merge the sounds together until they can hear what the word is. This skill is vital in learning to read.
- Segmenting - Children are also taught to segment. This is the opposite of blending. Children are able to say a word and then break it up into the phonemes that make it up. This skill is vital in being able to spell words. Children in Class 1 have daily phonics lessons and are grouped appropriately according to the phonic phase they are working at.

Assessment

- Regular phonics assessment takes place during set assessment weeks to ensure that all children are progressing through the phonics phases adequately.
- Pupils who are not making adequate progress take part in a Phonics Catch-Up Programme – Fast Forward Phonics and Bounce Back Phonics.
- Phonic assessment sheets are also monitored by the English Subject Leader at the end of every term.

Grammar and Punctuation

Grammar and punctuation are taught either as part of the English lesson or stand alone sessions, with a particular focus on a specific skill.

Grammar requirements are clearly stated in the National Curriculum. In addition to the National

Curriculum, teachers will use the Lancashire KLIPs documents, which introduces grammatical features progressively. Grammar learning objectives should be clear and concise and use the key language that the children need to know, use and understand. Skills should build through the week to ensure deep learning takes place. Skills should be revisited throughout the year. Grammar objectives should link to the English lesson and genre being taught where possible, for example adjectives when exploring characters. Grammar, where this is the focus should be taught daily, for example in an English warm-up.

Punctuation

It is important that children know:

- the name of different punctuation.
- the purpose(s) of each piece of punctuation.
- how to write the piece of punctuation correctly.

These skills need to be taught and learnt in accordance with the children's needs, the National Curriculum. We follow the Lancashire KLIPs and the key pieces of punctuation are introduced progressively. Skills should build through the week to ensure deep learning takes place. Skills should be revisited throughout the year. Punctuation objectives should link to the English lesson and genre being taught where possible, for example inverted commas when teaching narrative.

Assessment

Staff assess pupils' learning during and as part of every session and they adapt their practice accordingly. Reading and Writing levels are assessed using KLIPS. These are tracked termly in Year 1 to Year 6.

- NFER reading, grammar and spelling tests are used termly in Years 3-5.
- Phonics is assessed regularly to ensure children are accessing the correct phonics phase.
- Children sit the phonics screening test in Year 1.
- End of KS1 and KS2 SATs tests take place in the summer term.
- EYFS are assessed according to Early Learning Goals.
- Staff attend moderating sessions, including with our local cluster schools.

Analysis of English achievement is carried out termly. Pupils who are under attaining or making little or no progress are discussed and plans made. Pupils with SEN may have English based targets on their IEPs. These are reviewed half termly.

Resources

We have a variety of good quality equipment and resources, to support our learning and teaching.

- We follow the Lancashire scheme for English for our units of work, which include fiction, non-fiction and poetry and link the grammar and punctuation skills to the unit being taught.
- 'Fast forward Grammar' scheme is used in the Yr5/6 class to boost Grammar skills.
- Monster Phonics Scheme.
- Monster Phonics reading books.
- We use a variety of reading books in KS2 so that children get access to a variety of different

literature.

Cross Curricular

Opportunities are used to draw English experiences out of a range of activities in other subjects such as Science, PE, History and Geography, to enable children to apply and use English in both real life and in academic contexts and make links.

Subject Leader

The role of the Subject Leader is to provide professional leadership and management in English in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils. They will achieve this by affecting the following key areas: strategic direction and development; learning and teaching (including planning and marking and presentation); leading and managing staff; and efficient and effective use of resources.

The Subject Leader will train and coach staff on English pedagogy within the school and keep up to date with developments from a county and national level. The Subject Leader has regular discussions with the Head Teacher and other members of staff about learning and teaching in English and provides data and a subject overview of the strengths and weaknesses of English within the school on a termly basis.

During the academic year the Subject Leader has specific allocated time for subject evaluation and monitoring tasks. The English Subject Leader attends training within county and reports back to all staff. The local cluster has an English group which meets termly. Staff are expected to attend relevant courses during the school year. Moderation takes place in house, within the cluster and with support from county.

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