



# **Meadowside Primary School**

## **English Policy**

**Reviewed: May 2020**

**Next Review: May 2021**

## **Introduction**

At Meadowside Primary School, we recognise the central importance of English to enable children 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. We aim to give our children the opportunity to play a full and active part within society and therefore view their development of language skills as an essential part of our school curriculum.

We have produced this statement on policy and practice in English to ensure that:

- Children's needs are effectively met across the curriculum.
- The requirements of the National Curriculum and the Curriculum for EYFS are fully covered.
- The practice within the school is consistent and clear.
- School policy on English is shared with interested parties,
- Our children recognise and value the importance of English as a medium of communication.

In producing this policy we have drawn upon:

- Existing practice within the school.
- The National Curriculum for English
- Curriculum for EYFS- Development Matters
- Guidance from the Local Education Authority including the 'glosenglish' website
- Our own experience and knowledge of language and how children learn.
- The Centre for Literacy in Primary Education (CLPE) website and their Power of Reading teaching sequences

## **Aims**

At Meadowside Primary School, we will endeavour to:

- Help children use language to construct and convey meaning through speaking, listening, reading and writing.
- Help children to learn to recognise and use structures and patterns in spoken and written language, with increasing confidence.
- Facilitate each individual's growing awareness of what language is and how it works.
- Help children use the key skills in English, to access all subjects across the curriculum.

The National Curriculum (2014) states that English:

"Has a pre-eminent place in education and in society. A high quality education will allow children to speak and write fluently so that they can communicate... All the skills of language are essential to participating fully as a member of society."

In terms of Spoken language, we aim to help children to:

- Listen and respond appropriately to adults and their peers
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Listen, understand and respond appropriately to others

- Articulate and justify answers, arguments and opinions
- Develop an increasing command of Standard English

In Reading, our aims are to help children to:

- Read with increasing fluency and accuracy, including speedy recognition of common exception words
- Respond thoughtfully to a range of texts and genres, including poetry, and express their views
- Read widely across both fiction and non-fiction
- Use reference materials across the curriculum confidently, for a range of purposes
- Develop a sense of wonder and joy and a love of reading

Our intentions in Writing are to enable children to:

- Write with growing confidence and precision
- Plan, revise and evaluate their writing
- Learn to use a variety of written forms for different purposes
- Develop their own ideas and communicate meaning effectively
- Learn and use good presentation skills (accurate punctuation, correct spelling, and fluent and legible handwriting style).

## **Organisation**

The school uses a variety of teaching styles and inspirations in order to provide varied and engaging lessons for all children, catering for a range of preferred learning styles during our writing lessons. We aim to develop children's knowledge and understanding of the complexities of the English language, equipping all children with a strong command of the spoken and written word.

Teaching assistants are an asset to Meadowside School and as such, are involved in the delivery and planning of aspects of the English curriculum. They regularly provide support to individuals or groups of pupils, often providing high impact intervention to help move on children's writing, reading and communicating.

## **How we cater for children's individual needs**

Throughout Key Stage 1 and 2, we utilise the skills of all our staff to provide intervention sessions where necessary. This includes the use of our teaching assistants and part time teachers to provide extra support or extension work to help children reach their full potential.

Where teachers identify children who need specific assistance or support to accomplish tasks, they will follow the procedure of The Graduated Pathway. Work will be differentiated according to need, including the use of extra resources or the breaking down of a task into manageable steps. This provision may be recorded on My Plans, and Provision Maps. Parents are part of making these decisions. (For further details, see our SEND Policy).

## **Planning**

EYFS's Development Matters and the National Curriculum (2014) are used to inform the planning of English at Meadowside. We also use the CLPE's Power of Reading teaching sequences on a regular basis throughout the school year. These plan lessons that delve deeper into high quality children's literature to truly immerse the children in a text and draw out the themes and language to deepen their understanding and enhance their writing.

These approaches help to ensure a broad and balanced range of work is covered, at levels appropriate for all children.

Naturally children will communicate, read and write in all aspects of their work across the curriculum. In addition, specific activities will be planned to help children acquire skills and understanding they need to successfully undertake such tasks. English may include such activities as:

Daily English- Language and/or Literacy- sessions; Circle time; News; Storytelling; Drama; Role Play; Presenting Good Work; School Productions; Story Time; Quiet Reading; Shared, Guided and Independent Reading; Talk Partners; Phonics and Spelling; Handwriting; EGPS sessions; using our school library and Technology to enhance learning.

Children are taught according to the purposes of the task and their individual needs. They might work in mixed ability groups; grouped according to need; friendship groups or talk partners; whole class teaching; older/younger classes working together and independent work.

## **Spelling**

Spelling is an important aspect of writing but one that should not dominate our marking and assessment. The content of children's writing should be valued. Children need help and encouragement in order to develop as confident, competent spellers because the ability to spell most words correctly is often closely associated with positive self-esteem and affects performance in other areas of the curriculum.

Spelling is a developmental process. The stages through which children pass as they develop as spellers are the following: pre-communicative, pre-phonetic, phonetic, transitional and 'correct'. Spelling is a visual-motor skill and children will therefore develop visual strategies in order to spell correctly as they progress from Key Stage 1 to 2. Phonic knowledge alone will be inadequate. Children therefore need to be encouraged to look carefully at words, breaking down the words into morphemes, using etymology to understand their roots. Children may also need to be helped to understand how the English spelling system works and how our history has influenced our spelling.

Spelling must be taught.

Good teaching of spelling should regularly:

- draw attention and focus on the patterns and rules of English spelling
- help children to remember these rules and recognise exceptions and anomalies
- provide a variety of strategies for remembering spellings
- interest pupils in the English language

Strategies used within spelling/ phonics lessons and/ or within English lessons may include:

- Multi-sensory teaching- to include kinaesthetic approaches
- Look, say, cover, write, check- focussing closely on difficult/ awkward parts of the word
- Words within words- focussing on ways to remember certain parts of the word

- Looking at the etymology and morphology of words to gain an understanding of their root
- Dictation- putting the words in the context of a sentence
- Personal spelling books- helping children to recognise words that they find difficult

These strategies are shared with parents to allow them to support spelling learning at home.

### **Cross Curricular Links**

Whilst English can be taught as a discrete subject, wherever possible, we make links to our Creative Curriculum topics/ themes, so that English skills are developed in a range of meaningful contexts and the children develop a purpose for their communications.

### **Assessment and Target setting**

This takes two main forms- what teachers assess on a daily basis (formative assessment) will determine what individuals need to move on to next and at particular times to make a specific judgement (summative assessment), to determine what they can do confidently when working independently.

At least three times a year, we will record significant features of children's progress, moderating samples of children's work, using Meadowside's tracking grids to inform our judgements. In order to do this, we use a variety of pieces of independent work, designed to give children the opportunity to 'show off' their best work and show us all the skills they have mastered.

Parents' Evenings in the Autumn and Spring Terms, and an end of year written report, advise parents on progress, achievement and areas for development.

In addition, parents are informed of the results of: End of EYFS Early Learning Goals, Year 1 Phonics test, Key Stage 1 and 2 SATs, alongside Teacher Assessments.

Please see our Assessment Policy and our Feedback and Marking Policy for further details.

### **Equal Opportunities**

Our aim as a school is to ensure that all children have an equal access to a rich and rewarding curriculum for English. Consequently we try to ensure that a range of activities, experiences, teaching strategies, materials and technological aids are employed to meet individual needs, and to provide the cultural diversity which all children need to encounter. (For further details, see our Equal Opportunities Policy).

### **The Role of Parents**

We see parents as important partners in the process of developing children's language skills; as role models, support and a vital audience. We therefore encourage parents to play an active part in their children's education by:

- Providing guidance for parents of pre-school children on how to help their children develop early language skills.

- Involving parents in the school's reading programme at the earliest appropriate opportunity (for example, via Reading Diaries, Curriculum Events, Letters and Sounds Meeting for Reception parents and Helping at Home leaflets).
- Sharing the phonics/ spellings the children have been learning in school, alongside some ways that parents can help children learn these at home
- Welcoming offers of help from parents to assist in school.
- Supporting children with other English tasks at home, including daily reading practise

If parents require further information, they should ask the Headteacher or class teacher.

### **Implementation: English at Meadowside Primary School**

Writing lessons focus on the two dimensions of writing- composition (articulating and recording ideas in speech and writing) and transcription (spelling and handwriting). In addition to this, all children in EYFS and Key Stage 1 have a daily phonics session to focus on the spelling aspect of transcription. Key Stage 2 classes have regular spelling lessons, focusing on spelling patterns, strategies and learning by rote those spellings detailed in the 2014 National Curriculum. These lessons often feature a high proportion of whole class and group teaching and discussion. We use technology in order to enhance learning and/or presentation.

In Reception, Year 1 and Year 2 classes, we use the 'Letters and Sounds' programme, supported by the appendices in the National Curriculum, to teach early reading and writing/ spelling skills. We teach the children in years 1 and 2 in ability groups to allow focussed teaching of specific aspects of phonics/ spelling. In addition to this, Year 2 have regular spelling focuses within their English lessons.

In Key Stage 2, children are taught specific spelling patterns and rules in order to build upon the work in Key Stage 1 that focuses on phonic knowledge as a primary strategy for spelling. Pupils are taught to understand the roles morphology and etymology have in the spelling of English words. 'Spell Zoo', 'Phonics International' and 'Letters and Sounds' programmes are all used in spelling lessons at Key Stage 2, as appropriate.

In addition to our writing and spelling/ phonics lessons every child also takes part in guided reading activities at least once a week- these may be small group or whole class sessions- and may also have individual reading sessions, particularly in Key Stage 1, where more focussed work can take place.

Guided Reading books use book bands for progression throughout the school and are supplemented by whole novels and extracts that provide extra challenge, where necessary. Children extend their skills using individual reading books and library books, which they choose and borrow from our school library. To support these schemes, we use Wolf Hill as an intervention programme, which focuses on developing reading comprehension. The school also has a wide selection of Big Books for Shared Reading and Writing sessions.

The Handwriting Policy sets out our approach to developing children's presentation skills when writing. We teach the correct formation of letters during Phase 2 of Letters and Sounds and then begin to join letter strings and blends as the diagraphs and spelling patterns are introduced throughout Years 1 and 2.

## **End of Year Expectations**

These expectations are set out in the National Curriculum 2014 and detail the expectations for reading, writing, speaking and EGPS (English grammar, punctuation and spelling) This is supplemented by our Writing Expectations at Meadowside document, which sets out termly expectations for each year group.

## **Monitoring and Review**

This policy was drawn up by the English Subject Team, working in consultation with the staff and the governing body.

Its implementation is seen as the responsibility of all staff. Its use and effectiveness will be monitored and supported by Headteacher, SLT and the English Subject Team, on behalf of the Governors.

Monitoring of the standards of children's work and of quality of teaching in English is the responsibility of the Headteacher and SLT.

This policy was most recently reviewed in May 2020