



English Policy Tansley Primary School

Document Title	English Policy
Approved by:	Governing Body
Approval Date:	February 2022
Review Frequency:	Annually
Review Date:	February 2023

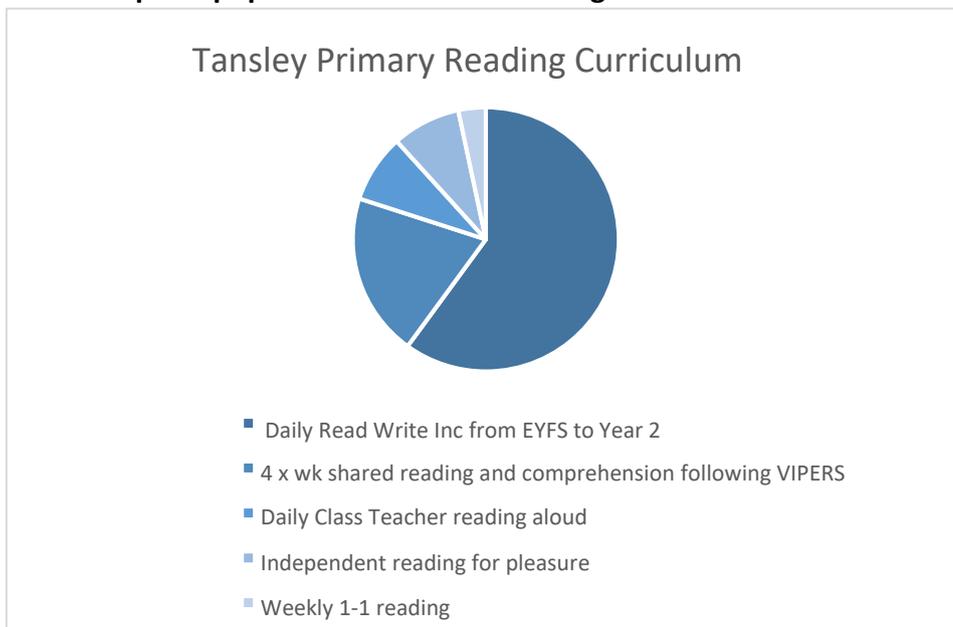
English Policy 2022-23

At Tansley Primary School, English sits at the heart of the curriculum and is the key to enable children to unlock the rest of their learning. We believe that the English curriculum prepares all children to lead an enriched, fulfilling life by teaching the knowledge and skills they need to communicate effectively and confidently with others, using the spoken and written word. It is through language, story and writing that children begin to make links and make sense of the world. Allowing the children opportunities to practise, rehearse and revisit are an integral part of the English curriculum at Tansley Primary School as well as always driving forward the learning. Our aim is to ensure that all of our children are taught the English knowledge to a high standard and that they leave us at the end of Key Stage Two empowered as readers and writers. We strive for all of our children to reach their full potential and develop a life-long love of reading and writing which develops their cultural, emotional and intellectual awareness. This will allow them to then participate fully in the everchanging world around them. Our English curriculum enables the children to develop, apply and embed their skills building on what they already know and can do.

Aims

- To develop in our pupils the ability to communicate effectively in speech and writing.
- To listen with understanding.
- To enable our children to become fluent and responsive readers.
- To develop a lifelong love of reading and writing.

To develop our pupils as readers our Reading Curriculum consists of:



Daily Read Write Inc Phonics

In Reception and Key Stage 1 phonics is timetabled and taught daily. Reception begin the Read Write Inc (RWI) Phonics program as soon as they start school. They are initially taught as a whole class of Reception pupils and

within smaller groups to learn to read and write the set 1 letter sounds. In line with the RWI programme, all the children are assessed and grouped according to their reading progress in and across year groups. They learn sounds and practise reading at a similar challenge level and are re-assessed every half term to determine new groups and progress. The Read, Write Inc reading books that the children access in their phonic sessions and those that they take home are matched to the children's phonic knowledge and so are fully decodable. Every child's phonics progress is carefully tracked using the 'RWI tracker' systems. This enables us to easily identify any extra support children may need. Our lowest 20% of readers are targeted for one to one tuition and are more regularly monitored to ensure they "keep up, not catch up".

Our RWI programme:-

- Teaches children to accurately and quickly decode words on a daily basis.
- Provides phonetically decodable RWI reading texts to support the development of reading.
- Provides the 'decoding' part of our wider reading approach.

Phonics Screening

In the summer term of Year 1 all children will take the national Phonics Screening Test. They will achieve either a pass or fail. If a child fails the screening test they will continue to develop their phonic knowledge and then retake it in Year 2.

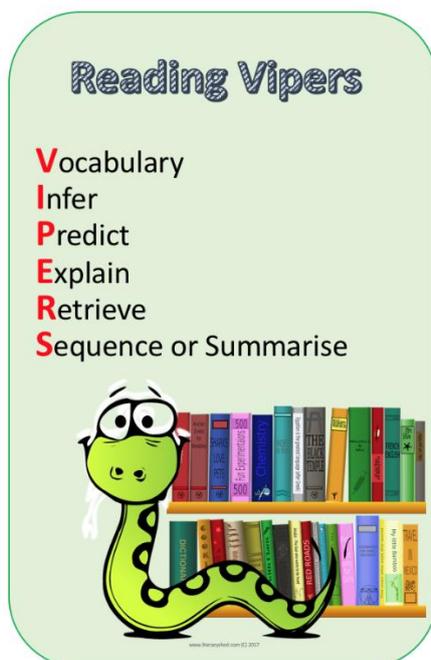
EYFS

Throughout the EYFS, early phonetic awareness is promoted and developed through our RWI program and everyday activities and routines such as listening games, shared reading, singing and music. Children are encouraged to

- Spot and suggest rhymes.
- Count or clap syllables in a word.
- Recognise words with the same initial sound.

Daily shared reading and comprehension:-

- The daily shared reading comprehension teaching and learning is driven by the VIPERS approach in both Key Stage 1 and Key Stage 2.



- Supports the development of the children's understanding and responses to what they read using explaining, retrieval, interpreting and choice knowledge and allows the opportunity for children to explain, reflect on and discuss what they have read, including the language and punctuation choices made by the author.
- Enhances the children's understanding of a variety of text types including non-fiction, fiction and poetry.
- Encourages the children to develop a love of reading and become confident, fluent and independent.
- Teaches the children how to retrieve information from pictures, the spoken word and the written word.

Reading for pleasure:-

- Holding fortnightly parental reading sessions in school for EYFS and Year 1.
- Buddy Readers
- Giving children the opportunity to select a library book to take home and share.
- Facilitating reading volunteers in our school and children having the opportunity to read their RWI phonics book to a reading volunteer.

Weekly 1-1 reading:-

- For targeted children.
- RW Inc texts.
- High frequency words.
- To develop fluency.

Daily Class Teacher reading aloud to the children:-

- Daily listening to a story read by an adult.

To develop our pupils as writers our Writing Curriculum:-

- Teaches children to write effectively for a range of purposes and a range of reasons, adapting their vocabulary and style as appropriate.
- Encourages how to write with interest, commitment and enjoyment.
- Is progressive.
- Teaches how to write in a variety of genres with different purposes such as stories, poems, reports and letters.
- Teaches how to evaluate and edit in order to improve their own writing.
- Teaches how to use punctuation to make meaning clear to their reader.
- Uses aspects of Jane Considine's 'The Write Stuff' programme in teaching and learning. This is used across the school and supports consistency and the moderation of standards in writing.
- Teaches the knowledge and the strategies to become confident and accurate spellers through the use of our RWI phonics programme supported by the spelling grids from Twinkl.
- Teaches a fluent and legible style of handwriting facilitated by Achieving Excellence in Handwriting Scheme, promoting an understanding of how to present work appropriately. (See Tansley Handwriting and Presentation Policy)
- Marks work in line with the Tansley Primary School Marking and Feedback Policy in a way which enables children to independently reflect and improve their work as well as follow direct instruction.
- Assesses children against the end of year expectations and also using 'The Write Stuff' assessment document for each year group.
- Uses drama and role-play to engage children in the text and to support and motivate children in the writing process.

Curriculum Organisation

Our teaching is planned from the EYFS curriculum and the National Curriculum programmes of study and includes a variety of different genres. In the Early Years Foundation Stage the skills of listening, attention, understanding and speaking are encompassed within in the prime area of Communication and Language and are fundamental in allowing children to be successful in all other learning. In Key Stage 1 and Key Stage 2, Reading and Writing knowledge is delivered through the specific area of English.

Teachers provide activities which are interesting and motivating and provide the best context for increasing children's knowledge about the English language. It is also necessary to focus separately on aspects of knowledge about the language such as phonics, spelling and grammar so that children learn what they need to know in a systematic way. Writing lessons are based on Jane Considine's, 'The Write Stuff'.

It is made clear to children the qualities, knowledge and success criteria we are looking for in their work by using explicit learning intentions so the children are clear about the expectations of the lesson. Each child is given a reading record/diary for staff and parents to record the book title etc., to make comments in and to give next steps to help the child make progress with their reading where appropriate. In each classroom there is a range of non-fiction and fiction books from a range of publishers. We encourage children to read as regularly as possible with an adult at home.

Grammar and Punctuation

In Reception, children are introduced to the basic principles of grammar and punctuation appropriate for their age range. They learn through a wide range of activities such as: singing rhymes, conversations with adults, stories, interactive educational programmes, phonics, reading and writing. The children also have opportunities to work on their speaking and listening skills where they practice correcting their tenses and speaking in full and accurate sentences.

In Key Stage 1 and Key Stage 2 a more structured approach is taken with grammar and punctuation teaching. This takes place within all English lessons and across topic lessons where appropriate. Children's learning is also supported through teacher led writing and reading activities. This can also be taught discretely within the context of our lessons around our lead text.

Assessment

EYFS – children in the early years complete a National Baseline Assessment and an in-school baseline assessment that is completed in September. Staff moderate internally and externally setting targets specific to each child's needs. The Development Matters Curriculum Guidance sets out the pathways of children's development in broad ages and stages, which we also use to help inform children's next steps.

Writing - In Key Stage 1 children's writing will be formally assessed at least once each half term using the Jane Considine 'The Write Stuff' writing assessment proformas and stuck at the back of the child's purple workbook. Ongoing assessments also take place using end of year expectations and the Teacher Assessment Framework writing assessment grids.

Reading – For children taking part in daily RWI phonics for early reading, half termly RWI reading assessments take place alongside ongoing reading assessments using the Teacher Assessment Framework writing assessment grids. Fluency assessments are also used termly as an additional assessment tool as are NFER reading texts in Year 1 to 5 and SATs reading assessments in Year 2 and 6.

Grammar and punctuation – Teachers assess the development of children's grammar and punctuation through observed application in their written work and speech. Ongoing assessments also take place using end of year expectations and the Teacher Assessment Framework writing assessment grids. NFER grammar and punctuation and spelling texts take place termly from Year 2 to Year 5 and SATs assessments in Year 2 and 6.

Equal Opportunities and Inclusion

- All children are given access to a broad and balanced English curriculum regardless of gender, ability, race or religion. Provision will be made for individual needs through ITPs.
- Equal opportunities are provided for boys and girls, also for children with special educational needs, those who are talented or gifted and children from different cultural backgrounds.
- Children with English as an additional language (E.A.L.) will be given access to additional resources and pre-teaching to support their learning and to ensure they make maximum progress from their individual starting points.
- A feeling of self-worth will be engendered throughout the activities.

SEND

Children with special educational needs will be identified and work within their individual level with individual targets. If required, they will have an Individual Target Plan (ITP) and work with support under the direction of the class teacher. A range of English intervention programmes including Memory Fix, Communication Fix, Fresh Start and Precision Teaching, run throughout Key Stage 1 and 2 for those who may require additional support. A range of scaffolding resourcing and adapted learning opportunities may be planned where necessary. The school also follows guidance from the Derbyshire Dyslexia resource file.

THE LEARNING ENVIRONMENT

Classroom display wall charts, grammatical word collections and examples of pupils' investigations to stimulate, support and provide information.

Pupils have good access to a range of appropriate dictionaries and thesauruses.

We believe that through our various approaches and strategies in teaching and embedding the English curriculum, we are enabling our children to secure skills in speaking and listening, reading and writing. Their knowledge is developed through intertwining lead texts with cross-curricular links to ensure that their knowledge and skills are constantly being built upon. Our aim is for all children to secure good levels of attainment and progress as they progress through the school and they leave us at KS1 with a solid foundation of the skills and knowledge that are expected of Year 2 students and this pattern will be repeated as the children progress through Key stage 2 and transition to Key Stage 3.