

## English Policy

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English sits at the heart of the primary curriculum and at Portreath Primary School, we value our children's right to be literate and to enjoy literature. All at Portreath Primary School recognise the central importance of English. Gaining and using skills in language not only affects the child's progress in school, but also has a profound influence upon the course of his or her whole life. We aim to develop pupils' abilities in Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum.

### **Objectives**

Pupils at Portreath Primary School will leave Year 6:

- Being able to spell, punctuate, edit to a suitable standard
- Being able to compose pieces of text for a variety purposes and audiences
- Reading and writing with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning including self monitoring and correcting their own errors
- With a love of reading and a desire to read for enjoyment
- With an interest in words and their meanings; developing a growing vocabulary in relation to grammatical terminology
- Understanding a range of text types, media types and genres
- Able to write in a variety of styles and forms appropriate to the situation
- Using their developing creativity, imagination, inventiveness and critical awareness
- Having a suitable technical vocabulary to respectfully articulate their responses in a discussion

### **Co-ordination**

The role of the English Leader:

- Take the lead in policy development and implementation
- Ensure progression and continuity in English throughout the school
- Monitor and evaluate standards of achievement in English and advise the SLT on action
- Monitor the English learning environment
- Support and monitor English teaching and learning by staff
- Termly review of progress against yearly targets in the SDP
- Observation of English lessons, learning walks, drop-ins and sampling of plans/books/learning
- Facilitating moderation across year and phase groups
- Support colleagues in their development of plans
- To organise personalised CPD for staff according to their needs
- Take responsibility for the purchase and organisation of up-to-date resources
- Keep up-to-date with developments in English education, attend courses and disseminate information to colleagues both informally and as INSET and to parents as appropriate

### **Resources**

We are building our collection of class sets of books in KS2. We use a full spectrum of resources and this includes multi-media resources (such as Literacy Shed) when appropriate to provide stimuli for English lessons. We encourage authors, poets and other people in the community who may provide a valuable contribution to visit the school. We also use the environment as a stimulus. We also use every opportunity to use the skills taught in English across the other subjects in the curriculum. We use Read Write Inc resources for phonics and spelling.

### **Time Allocation**

An English lesson, with direct teaching, is taught on a daily basis for each class. This is in addition to spelling/phonics, SpaG and various reading sessions. In Key Stage One and Two, lessons are approximately one hour. In Early Years, children receive a daily discrete phonic session, daily story time and teacher-initiated writing sessions each week. Further opportunities to develop their skills are provided through continuous provision.

### **Differentiation**

All work is planned with individual attainment and interests in mind. We hold high expectations for all children, and all are stretched to a suitable level. Marking ladders/success criteria are used within English, sometimes these are differentiated to account for needs in the class. Often work is differentiated by outcome and expectations. Children's work is scaffolded, this can be through adult input and resources provided.

### **Special Educational Needs**

Children with an EHCP for learning are supported as instructed by their EHCP. Other children on the record of need have an individual provision map and if relevant also an ILP that sets out targets and support, using the assess, plan, do review system. It is for class teachers to decide how to best target their support in liaison with the SENDCo.

### **Monitoring and Assessment**

There is continuous formative assessment to identify what children can and cannot do, what the next steps are, celebrate achievement, increase self-esteem and to motivate. The most powerful feedback is immediate. Staff adapt things in the moment and react to the children's understanding and needs. Staff use formative assessments to inform their planning. Summative assessments also take place for reading and writing. The children complete a PIRA test each term.

Teachers assess against the Crofty MAT Key Performance Indicators for both reading and writing. This allows teachers to assess and reflect on each child's progress and also ensure coverage.

The school spends time moderating English work as a school and with other schools in Crofty MAT to maintain consistency and expectations between teachers.

### **National Curriculum 2014**

The National Curriculum (2014) clearly states that teaching the English language is an essential role of a Primary School.

The English programme of study is based on four areas:

- Reading
- Writing
- Spelling, Grammar and Punctuation
- Spoken language

## **Reading**

For a summary of how reading is taught in each class please see '[The Children's Reading Journey at Portreath School](#)' document.

We aim to develop a strong community of readers amongst both the children and staff at Portreath Primary School

Pupils at Portreath Primary School will leave Year 6:

- Fluent readers
- Able to retrieve and gain information by reading
- Children who choose to read for pleasure and have a love for books
- Able to deduce and infer detail and develop opinions about reading material
- Able to make predictions and give clear explanations

We subscribe to the statement by OFSTED that: "All schools should develop policies to promote reading for enjoyment throughout the school".

We foster the love and enjoyment of books and we do this in several ways:

- By giving the children opportunities to enthuse about books
- Promoting a good book through presentation, drama or book talk
- Book displays within the classroom
- Book reviews and celebrations of a variety of authors
- Class Novels- that are interesting and engaging
- Ensuring a good range of quality texts are used for teaching
- Celebration of World Book Day
- Scholastic Book Fair
- Visiting writers, librarians, authors and theatre groups
- 20 Great Reads for each year group

We encourage the children to read for enjoyment and understanding and help them to make the links between reading and the craft of writing.

## **Approaches to Reading**

Reading is taught through:

- Guided reading – whole class read sets of books or extract
- Independent reading - a structured opportunity to apply reading skills
- Personal reading:
  - a) In school, through a planned opportunity to share a text with an adult or reading partner or to read silently
  - b) At home, through practice with an adult or more fluent reader

Whilst children are on the RWI programme, they take home the book their group has just completed, 'a book bag book', that is closely matched to this book and a challenge book which is a decodable book that is not a RWI book but is matched at the right level. Once they have completed the RWI scheme they read books that are Accelerated Reader levelled so matched to the children's current reading level.

### **Early Reading-EYFS and Year 1**

In the Early Years, the child's first reading experiences include words and sentences that he/she have dictated themselves. They listen to stories, read aloud and take part in shared reading experiences. In the early stages, pupils are taught to read using a phonic approach. They are introduced to phonics through the Read, Write Inc. Phonics programme. Sessions are taught daily, in attainment matched groups with a focus on understanding sounds and blending sounds to create words. The sounds are grouped into sets, starting with Set 1, moving to Set 2 and then Set 3.

We also use a variety of other decoding strategies including contextual, grammatical, picture clues and word recognition to support this. As the child progresses, he/she will be able to make informed guesses and to correct themselves in the light of additional information by reading ahead or looking back at the text. The child will also be taught to read with fluency, accuracy and understanding. They are introduced to contextual understanding to confirm the sense of what they have read. They gain knowledge of book conventions, story structure and patterns of language to help them understand the context of a book. They are encouraged to respond imaginatively to the plot, characters, ideas, vocabulary and organisation of language in literature.

### **Reading-Year 2-6**

As they become more fluent, pupils are taught higher order reading skills- focusing on VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieve, Sequence or Summarise). Pupils are taught how to apply these reading skills to support learning in other subjects. All children will be working on VIPERS during their reading sessions; whether it is reading as a class, in a small group, or one-to-one with an adult. Staff in each year group will use the Reading Progression document to plan and deliver reading sessions. Please refer to the Reading Progression Document to see the skills needed to be taught in each year group.

Details about how reading looks in each class can be found in '[The Children's Reading Journey at Portreath School](#)' document.

### **Assessment of Reading**

Ongoing assessment in reading is informed by teachers' observations, class discussion, listening to individual children read and formal tests.

Further assessment opportunities include:

- A pupil's reading is monitored on a half termly basis and progress recorded.
- Any individual reading with an adult will be logged in the home- school reading book.
- End of Key Stage assessments for EYFS, Year 2 and Year 6.
- PIRA test at the end of each term
- Ongoing assessment against the Crofty MAT Key Performance Indicators allows teachers to assess each child's progress against the reading statements and also ensure coverage.
- Teachers always include a comment in the child's end of year report regarding their reading.

### **Genres**

As well as providing an extensive range of fiction and non-fiction books, we also provide reading material in different forms such as magazines and poetry books.

### **Class Readers**

Classes have a 'class novel' and a 'class non-fiction book' each half term, that they read as a class and forms the basis for reading lessons in Sycamore, Oak and Cherry Class. This may tie in with topics studied in the class or link directly with work in the English lesson. Class readers are age-appropriate but challenging. They have been carefully chosen to ensure there is a range of styles, main characters

and themes. Classic books are included within the selections. There is a document that shows the books for each class for cycle A and Cycle B. The books are used as tools to enhance the children's comprehension, writing, listening skills and promote discussion.

### **Hearing children read at home**

We rely on the excellent relationship we have with our parents to promote the hearing of reading at home. This is of benefit to the child, the parent and the teacher. Some parents also come into school and help with reading. Children read a minimum of four times at home each week with a record kept in their reading records.

Older children also keep their own record of their reading experiences and these must be signed by a parent. If a child does not read for the minimum of four times a week at home, they are given the opportunity to catch up within the school day.

### **Writing**

At Portreath Primary School, we believe that teaching children to understand the power of writing is an important part of our job as teachers. We believe that if we equip the children with the correct writing tools, they will be able to use them effectively within a literate world. For more information about how writing is taught in each class please see 'The Children's Writing Journey at Portreath School' document.

We have created 'Portreath School's Writing Curriculum, Genre Guidance and Progression' document for Year 1 to 6. This sets out which genre is taught in which year group and how each genre is taught to ensure progression. The document breaks each genre down into 'composition and effect', 'text structure and organisation' and the related punctuation and grammar for each relevant year group. It also gives information about the genre for example the purpose, outcomes, generic features, language features and top tips for the writers.

Children at Portreath Primary are provided with a stimulating writing environment in which we offer encouragement and good quality modelling of writing. We have clear expectations of writing and to communicate these targets to the children. We have high expectations of the finished writing product and to encourage the children to maintain the same standards at all times.

We believe that pupils should be given the opportunity to write for varied purposes and to understand the many purposes for writing i.e. chronological reports, poetry, narratives, recounts and instructions.

### **Approaches to Writing**

- Talk for Writing- Good speaking and listening skills are crucial to the development of writing. Teachers plan for talking opportunities through drama, talk partners, talking the text and group discussion to enable children to verbally rehearse their ideas before writing.
- Use of real-life experiences
- Modelled Writing- Here the teacher thinks aloud while writing and models strategies in front of the children, communicating the strategies being used. Teachers may model writing skills such as punctuating, rehearsing, proof reading, editing, word selection, sentence construction and paragraphing.
- Extended Writing- This occurs every two/three weeks and gives children the experience of writing for a longer period of time. Lessons prior to an extended piece usually focus on developing the skills needed to complete the writing.
- Explicit teaching of the secretarial aspects of writing- See handwriting and spelling sections below.

- Teaching of discrete SPaG- these skills are to be transferred and used in their day-to-day writing.

### **Early Writing-EYFS**

In the early years, children will be given opportunities to develop their mark making skills. Fine motor skill activities will develop a gradual independence and confidence towards writing. They should start to identify the purpose for which they write and be encouraged to experiment with communicating in writing. In this way, they can learn to make choices and therefore begin to plan and review their writing. The children use RWI 'Get Writing' books with RWI sessions.

### **Assessment of Writing**

Ongoing assessment in writing is informed by teachers' observations, marking of writing and formal tests.

Assessment opportunities include:

- End of Key Stage assessments for EYFS, Year 2 and Year 6.
- At least every half term the children complete a piece of unaided writing that is kept in their writing folders.
- Ongoing assessment against the Crofty MAT Key Performance Indicators allows teachers to assess each child's progress against the writing statements and ensure coverage.
- Teachers always include a comment in the child's end of year report regarding their writing.

### **Spelling, Punctuation and Grammar**

#### **Spelling**

We want our pupils to become fluent and effective writers; and we believe accurate spelling is essential to achieving this. Competent spellers need to spend less time and energy in thinking about spelling to enable them to channel their time and energy into the skills of composition, sentence structure and precise word choice.

At Portreath we follow the Read Write Inc. Programmes (RWI). From Reception to Year 1 the children follow the RWI **Phonics** Programme and then from Year 2 – Year 6 the RWI **Spellings** Programme.

In Reception and Year 1, they have a daily phonic session, which is one hour, spelling forms part of this session. These sessions contain the four key elements: revise, teach, practise and apply. Read Write Phonics resources are used for this.

RWI Spelling (Y2- Y6) is a daily 25-minute interactive programme, which uses a variety of resources and activities to engage and to enthuse the children. It helps children to learn spellings with common patterns and uses rules in order to help them recall spellings as well as teaching exceptions to these rules. Individual workbooks allow children to practise their spellings daily.

Within children's writing, opportunities to teach and highlight spelling errors are also utilised. Please refer to marking policy for further detail.

#### **Punctuation**

Punctuation is gradually introduced from the early years, with the importance of full stops and capital letters taught first. By the end of Year 6, children are expected to use a range of punctuation as stated in the National Curriculum. Link:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335190/English\\_Appendix\\_2\\_-\\_Vocabulary\\_grammar\\_and\\_punctuation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)

### **Grammar**

At all stages the importance of using Standard English when writing is stressed. Children will learn the structure of a sentence, including knowledge of nouns, verbs, adjectives, adverbs, pronouns and conjunctions. Link:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335190/English\\_Appendix\\_2\\_-\\_Vocabulary\\_grammar\\_and\\_punctuation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)

### **Handwriting**

Children are taught to hold a pencil comfortably and correctly in order to develop a legible style that follows the conventions of written English. This includes:

- Writing from left to right and from the top to the bottom of the page
- Starting and finishing letters correctly
- Regularity of size and shape of letters
- Regularity of spacing of letters and words
- The children sitting correctly (the staff are aware of the needs of left-handed children)

In Reception and Year 1, children are given plenty of opportunities to develop their fine motor skills. Reception parents also receive handwriting packs so that the children can practise their letter formations.

They are taught to use ligatures from the beginning so that as soon as they are ready they are able to join their handwriting. When they are ready, from Year 3 onwards, they are introduced to handwriting pens. Children are able to earn a Pen Licence, in order to write using a handwriting pen rather than a pencil. However, this is SEND friendly as the licence is awarded for effort with handwriting. We recognise that some children with fine motor skill difficulties can benefit from using a pen.

### **Marking Policy for Writing**

Feedback and next step marking is important in developing a child's writing. Class teachers are responsible for setting clear 'child speak' targets to pupils regularly. These can include:

- An action they need to complete to edit work or practice a skill
- A next step they need to take in future work
- An individualised target - teachers inform and praise children when they reach their target, assessed across various pieces of writing

Please refer to marking policy for further detail.

### **Speaking and Listening**

We aim to foster our pupils' confidence as speakers and sensitivity as listeners. They are encouraged to listen and respond to a variety and range of tasks.

We teach the skills of speaking and listening i.e. the use of eye contact, waiting for others to finish speaking, not interrupting and using supporting gestures. We realise that it is important to speak with the age and experience of the audience in mind. The children need to learn that language changes according to the situation, purpose, place and time. They need to know what makes speech effective, powerful, persuasive and important. Structure and sequence are also considered. We feel it is important to listen politely and responsively. Teachers positively reinforce these aims in every lesson.

The tasks used to foster these ideals may take the form of one or more of the following:

- Circle time
- Making contributions in class or group discussion
- Listening to, giving and valuing opinions
- Making a contribution in assembly
- Talking about interests or personal events
- Giving positive comments on other children's work
- Reporting back on work undertaken
- Working towards a presentation
- Interviewing
- Drama - role play
- Evaluating
- Reading aloud
- Paired reading
- Shared and guided reading
- Self assessing and peer evaluation of written work

It is hoped that by the time a child leaves this school, he or she will be competent in communicating, be able to support an argument or debate, tell stories with impact and enthusiasm and approach young adult life with confidence.

#### **Equal Opportunities**

Children will be given equal access to the curriculum irrespective of age, ability, culture or gender.