

Gunthorpe Primary School



English Policy

The purpose of this document:

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

The New Curriculum order for English describes what must be taught in each key stage. Gunthorpe Primary School follows the Framework for the New Curriculum. This ensures continuity and progression in the teaching of English. In the Early Years the curriculum is guided by the Early Learning Goals and Foundation Curriculum.

This policy should be read in conjunction with:

- GPS Marking and Feedback Policy
- GPS EYFS Policy
- GPS Phonics Policy
- GPS Vocabulary Policy
- GPS Inclusion Policy
- The new National Curriculum in England
- Spelling Shed spelling schemes
- GPS Literacy Spine

1. Aims

- To provide children with the opportunity to read, write and speak with confidence, fluency and understanding.
- To give children an environment which is safe and secure and which provides encouragement for the development of all aspects of English.
- To ensure that there is equality of access and opportunity for all children to develop their English skills.
- To seek to ensure that all children achieve their full potential in all aspects of English by the time they move from Primary to Secondary Education.
- To stimulate children's imagination and enthusiasm, and develop knowledge of the world by introducing literature reflecting a wide range of cultures and attitudes.

2. Teaching and Learning

Speaking and Listening

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' (p10.)

Our Aims to achieve this are:

- To develop well-spoken, confident children who will not only gain communication skills for school, but skills that will help them for the rest of their lives.
- To have clear and consistent expectations of talk in all areas of school.
- To support other aspects of learning through debate, oral rehearsal, discussion, deliberation and expressing opinions.

How Speaking and Listening is integrated into our curriculum:

Opportunities are provided for children to talk and listen in both formal and informal settings. These include:

- Drama and role play to explore imagined situations
- Class and group discussions
- Participation in assemblies and school productions
- Opportunities to follow instructions
- Performing poetry

Reading

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p13). The 2014 Curriculum divides reading into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

Our aims to achieve this:

- To develop fluent, confident and skilled readers
- To develop children who are passionate about reading and can confidently discuss their likes and dislikes within the texts they have read
- For our readers to understand how writers use language to impact their audience.

How reading is implemented at Gunthorpe Primary School

- The class teacher will aim to ensure all children have the opportunity to read, either through whole class reading sessions or individual reading. Individual reading can take place at any part of the day and may be with a trained reading buddy.
- From Year 2 onwards the children have a minimum of 3 sessions of whole class guided reading a week using an appropriate text.
- In EYFS and Year 1 the children have phonics sessions and will all read individually, in the Spring Term Guided Reading is introduced to Year 1 and is carried out either through whole class or as a carousel.
- All children in EYFS and Key Stage 1 have a book banded book from a range of publishers which allows them to choose from a wide variety of books including picture books, chapter books and non-fiction books. In Key Stage 2, some children are still on book banded books whereas other children can choose appropriate books from the wide stocked library.
- To support individual reading further all children have their own Bug Club login which is banded to their ability, which allows them to read suitable texts and then develop their comprehension skills.
- English teaching is encouraged to be centred around a book or text, which can be taken from the Power of Reading scheme, however this does not fit for all topics. The texts used can be seen on the Gunthorpe Literacy Spine.
- Each class has dedicated time on their timetables for whole class reading of a book for pleasure, likewise, these texts are categorised on the Gunthorpe Literacy Spine so that the children are accessing a range of text types.
- In some classes, the children participate in 'Reading Meetings'. The purpose of these is to improve the children's fluency and pace.
- Children are expected to read a minimum of 3 times a week at home.
- Reading rewards are planned throughout the year to celebrate reading.

Writing

The National Curriculum states that pupils should:

- Develop stamina and skills to write at length.
- Use accurate spelling and punctuation.
- Be grammatically correct,
- Write in a range of ways and purposes including narrative, explanations, descriptions, comparisons, summaries and evaluations.
- Write to support their understanding and consolidations of what they have heard or read.

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting).
- Composition (articulating ideas in speech and writing).

Our aims to achieve this:

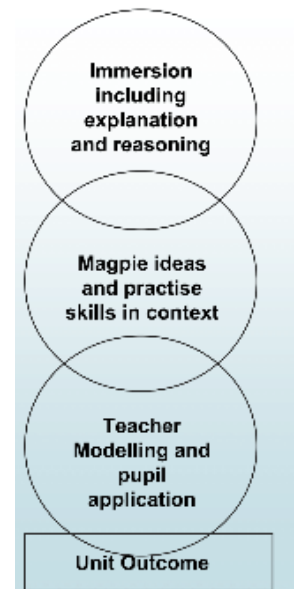
- To develop fluent, confident and skilled writers who have the knowledge to inform their own independent writing decisions.
- For our writers to understand how their writing impacts their audience.
- For our writer to have had the experience of writing within a wide range of contexts by Year 6.

How writing is implemented at Gunthorpe Primary School

To support the development of the writing skills we follow the ICE write to HOT write process, linked to talk for write.

To begin the journey, the children produce an ICE piece of writing linked to the genre they are focusing on, this tends to have limited input. From this the teacher will then follow the National Curriculum and identify key skills that need to be taught in order for the children to be successful in their learning.

The next stage is the immersion stage, for this the children will explore similar text types, look at key features, interact with the text through role play etc. The next stage is imitation; this is when they 'magpie' the great ideas. This is also the stage where key parts are taught, mainly grammar, as it is shown to be more effective within the context of real writing.



Once key skills have been taught the children will then participate in teacher modelling and shared writing in order to consolidate their learning further. Through this stage the children will also participate in up levelling activities. In Key Stage 1 to support this, the use of Mighty Writer may be used which provides pictorial prompts rather than words, in many classes a teacher will also choose to talk for write modelled and shared writing so that the children have a scaffold for when they come to their independent writing.

The last stage of the journey is the HOT write where the children will produce an independent piece of writing applying the skills they have been taught through the unit, this is then marked in accordance with the marking and feedback policy.

To support writing throughout, the children have access to the English working wall which is evident in all classrooms and a range of word mats, including STAR topic words.

Vocabulary

Developing vocabulary is a key aspect at Gunthorpe Primary School. The teaching of vocabulary, through the Word Aware approach can be explored further in the vocabulary policy.

Handwriting

Handwriting and presentational skills are considered very important across the school.

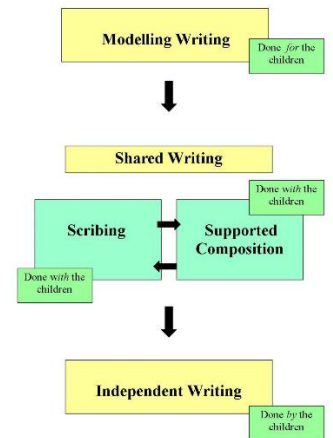
Our aims:

- To develop proud handwriting culture across school.
- To embed fluent pre-joined cursive handwriting by the end of Year 1
- To embed fluent joined cursive handwriting by the end of Year 4.

How handwriting is implemented at Gunthorpe Primary School

- Handwriting is practised regularly in both key stages.
- In EYFS and Key Stage 1 handwriting is timetabled in
- In Year 1, children are being taught the pre cursive handwriting style following the letter four letter families: curly caterpillars, ladder letters, one-armed robots and zig-zag letters
- From Summer Term (2020) in EYFS they will be introduced to the pre-cursive style. Then from September 2020 the children will begin the pre-cursive style when they join at Gunthorpe Primary School
- Each class has a super star handwriter, which is celebrated during Friday assemblies. This is then displayed outside classrooms.

Typical Sequence for Teaching Writing



Spelling

The requirements of the National Curriculum (2014) sets out that children should '*acquire a wide vocabulary and an understanding of grammar and knowledge of linguistic conventions*', it also states that children should spell quickly and accurately through knowing the relationship between sounds and letters, understanding the morphology and orthography of words.

Our aims:

- To provide children with a range of skills to support them with spelling

How spelling is implemented at Gunthorpe Primary School

- The introduction of Spelling Shed (September 2019).
- Class teachers to use the Spelling Shed scheme to support their planning of spellings.
- Children to be exposed to a range of activities, such as application and investigative activities so that rules can be applied in different contexts.
- All children to have their own logins to access spelling shed both at home and school.

3. Planning and Assessment

Planning

- The school's English Leader takes overall responsibility for ensuring effective planning and consistency of approach by teachers in the accordance with the New National Curriculum. Plans are sent on a regular basis to the English Leader who will provide guidance and support if needed or requested.
- Long term overviews can be found online for EYFS, Key Stage One and Two.
- Topic Webs are produced half termly (except Year 6 – termly) which set out the proposed objectives for that half term.
- Schemes of work for spelling are used to ensure developmental learning building on prior knowledge
- Short term/ daily planning is flexible allowing for assessment for learning after an ICE write or individual session.
- Pupils entitles to Pupil Premium funding will be given additional English support which is tracked and monitored by the English Leader and Pupil Premium Leader.

Assessment

- Marking is carried out in accordance with the school's marking policy.
- Staff assess pupils' learning during and as part of every session – they adapt their practice accordingly.
- Formed assessments, through PiXL testing, of Reading Comprehension and Spelling and Grammar are carried out termly. These then provide gap analysis and are analysed by both the class teacher and English Leader.
- Writing is assessment using the focus education guidance sheets for Years 1 – 5. Year 6 use the end of KS2 assessment sheet.

- Staff attend moderating sessions both in school and with the MAT. EYFS, Year 2 and Year 6 also attend moderation meetings.

4. Cross-Curricular Links

Teachers know the importance of developing English skills across the curriculum. All teachers are aware of and capitalise on opportunities, which will arise every day, for children to develop their speaking and listening, reading and writing skills across the curriculum. Teachers planning will ensure that opportunities arise regularly for this, especially the use of Drama.

Different genres of writing are taught to children in English and also via a cross-curricular approach, from narrative fantasy to non-chronological report writing. Teachers carefully plan their approach to all subject areas in order to ensure that structured opportunities for their work are provided, this stimulating the development of pupils' independent writing skills.

5. Disability and Special Needs

Pupils with difficulties in basic skills are given extra support, either daily or on a regular basis by teaching assistants and their teacher. The SEN leader will liaise with the English Leader and class teachers to ensure that the individual needs of pupils with special needs are met.

6. Home School Links

- Each child has a reading book and reading record book which goes home daily, in which both parents and staff comment on progress. In Key Stage 2, at teachers' discretion, the children have the opportunity to comment themselves.
- Homework includes specific tasks: regular reading and accessing Spelling Shed
- Weekly videos uploaded onto each Class Dojo page to explain learning ahead of the following week,
- Workshops and meetings are held to support parents/cares with all aspects of English learning, and to inform parents/ carers of the expectations of national testing such as Phonics Screening Check and SATs.