



**ENGLISH POLICY
2022**

Aims

At Crosslee we aim to develop all pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing.

At Crosslee Primary School we strive for all children to be literate. By the end of year 6 we aim for all children to:-

- Be at the age-related expectations in reading, writing and SPaG
- Have an interest in books and reading for enjoyment.
- Have an interest in words, their meanings; develop a growing vocabulary in spoken and written styles and forms.
- Understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- Develop powers of imagination, inventiveness and critical awareness.
- Have a technical vocabulary to articulate their response.
- Speak with confidence in a range of environments

Requirements

The requirements for the teaching and learning of English are laid out in the National Primary Curriculum (2014) and in the New Early Years Foundation Stage Framework (2021). These requirements are integrated through quality teaching, leading to exciting and successful learning.

This includes: -

Foundation Stage (Nursery and Reception) are given opportunities to: -

- Speak and listen and represent ideas in a variety of ways.
- Use communication, language and literacy in every part of the curriculum.
- Become immersed in an environment rich in print and possibilities for communication.
- Daily phonics teaching.
- Explore and develop their English skills through the use of ICT including computers / Ipads / visualizers.

Key Stage 1: -

Children learn to speak confidently and to listen to what others have to say. They begin to read and write independently and with enthusiasm. They use language to explore their own experiences and imaginary worlds. They take part in daily phonic teaching sessions in Year 1 and additional phonics for targeted children in Year 2. Separate Spelling, Punctuation and Grammar (SPaG) sessions are taught in Year 2 alongside the No-nonsense spelling scheme of work and these objectives are integrated into English and other curriculum lessons as much as possible.

Key Stage 2: -

Children learn to change the way they speak and write to suit different situations, purposes and audiences. Once more, drama, role play and verbal skills underpin this. Children read a range of texts and respond to different layers of meaning in them. They explore the use of language in fiction, non-fiction and poetry texts and learn how the structure of language works. Phonics teaching is continued in KS2 for those who didn't reach the required standard by the end of KS1 through additional group sessions and 1-1 support. Separate Spelling, Punctuation and Grammar (SPaG) sessions are taught three times a week and they are also

integrated into English and other curricular lessons as required. Spelling objectives are taught using the No-nonsense scheme of work.

Subject Organisation

English lessons are delivered using the New Primary Curriculum (2014). English is developed further by integrating into other subjects through cross curricular themes. The EYFS ensure there is continuity and progression from the Foundation Stage through to the National Primary Curriculum. In line with national curriculum expectations, pupil provision is related to age expectations as far as possible for all pupils.

Children are taught mainly through daily English focussed sessions of up to an hour in length, depending on age. Older pupils may have extended session where work necessitates. Teachers plan a unit of work with clear objectives, learning outcomes and success criteria. Additional writing opportunities are planned for in order for children to further practise and consolidate skills in cross curricular work through all foundation subjects.

Planning.

Long and medium term planning encompasses Talk for Writing and reading. The length of each unit is usually three weeks however can vary depending on the age of children involved and the genre that is being covered. Short term English plans focus on day to day learning and assessment.

English outcomes are regularly scrutinised to ensure that coverage, pitch and expectations are age and challenge appropriate. The application of English skills across the curriculum is also an important focus and is planned for through cross curricular work and is monitored regularly.

Inclusion and Equal opportunities: -

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities. Work is differentiated at appropriate levels for each ability group. Intervention programmes are provided for those children identified as needing targeted support.

These include: - Five Minute Box, Story Builders, Additional Phonics, SATs boosters, Colourful Semantics, Mighty Writer (KS1), KS2 Writing Intervention (yrs. 3-5), Reading Interventions (KS1 and KS2), Nesy, Wellcom.

Approaches to Speaking and Listening: -

At Crosslee we believe that all children should be able to communicate orally and listen effectively in a variety of situations. This is taught through the Talk for Writing approach, individual, group and class presentations and reading aloud. Children develop the skills needed for group discussion and presenting to small and large groups as well as interaction through drama. Interactive teaching strategies are used to engage all pupils in order to raise standards.

Approaches to Reading: -

Full details of these are available in the Reading Policy.

Writing Provision within the Foundation Stage: -

An important part of our Nursery and Reception provision is the development of early and emergent writing skills. In Nursery, writing is delivered through continuous provision around the children's interests. In reception, children receive regular guided writing sessions where

they are supported at a level appropriate to their development to produce a piece of writing in response to a range of stimuli. In addition to this, children receive daily phonics teaching and they are encouraged to begin to use the letter/sound correspondence from their own name, build on to familiar words and then sentences. The skills progression for phonics is laid down by the Read Write Inc Phonics programme.

Alongside this, children are taught pencil grip, pencil control and letter / number formation in line with the Letter-join handwriting scheme and Handwriting and Presentation policy. This is regularly assessed and additional provision is made for those needing it. All children take part in Dough Disco and Funky Fingers activities which are designed to strengthen fingers and hand grip in preparation for writing.

Provision is also made for children to write in different learning areas, through additional adult led activities and child-initiated opportunities. Cross curricular writing development is addressed through continuous provision. This includes the development of writing skills using a wide range of multisensory tools and equipment eg. markers, crayons, chalk, water, sand and ribbons.

All writing development is strongly underpinned by the Talk for Writing strategies including drama, role play and story-telling.

Writing Provision within Key Stage 1: -

Within Key Stage 1 the development of writing is still closely linked to the acquisition and application of phonological knowledge as in the Read Write Inc programme. Children continue to receive daily phonics teaching but writing is planned so that there is a piece of structured writing produced regularly. Focus also moves to the development of sentence structure and writing with a meaning and purpose.

Children begin to experience writing in a variety of fiction, non-fiction and poetry genres. By Year 2 it is expected that children will have gained the phonological knowledge needed to write and spell fluently and confidently. Regular writing opportunities across a range of subjects are used to develop and extend skills in preparation for end of key stage assessments. Underpinning this, we use Talk for Writing strategies to enable all children to develop the language needed to be a writer. Children continue to be monitored to correct poor pencil grip or incorrect letter formation. Handwriting is taught through the Letter Join handwriting scheme and in line with the school Handwriting Policy.

The teaching of spelling, punctuation and grammar, is a strong element which runs throughout the whole of the English Curriculum. Year group teaching expectations are very specific and are taught as both discrete sessions as well as explored through reading and writing activities. All these skills are to be applied in a range of writing opportunities and genres in order for the majority children to reach the age-related expectations for their year group. For those children working above those expectations, opportunities are provided for them to develop and master their skills further.

Writing Provision within Key Stage 2: -

It is expected that once children enter Key Stage 2, they will be able to write with a level of independence. During Key Stage 2 children's writing skills are further developed to encompass a range of fiction and non-fiction genres and different purposes. Children are taught the specific technical language needed for non-fiction genres as well as how to manipulate words for different effects within fiction genres. Spelling is taught using the No-nonsense spelling scheme of work. Additional phonics teaching is provided for any children requiring this. As with Foundation Stage and Key Stage 1, all children in Key Stage 2 benefit from Talk for Writing strategies.

Within the writing curriculum all children in school have regular access to Shared Writing sessions. This is an approach where the teacher acts as a scribe for either a whole class or group and they work together to create a final piece of writing. This can be used as a way of scaffolding children to become independent writers. Guided writing is used to support a group of children working on their own piece of writing. Children have the opportunity to discuss ideas, improvements and structure with an adult and then respond to them immediately in their own writing.

As with Key Stage 1, Spelling, Punctuation and Grammar are key elements within the new curriculum. Year group teaching expectations are very specific and are taught as both discrete sessions as well as explored through reading and writing activities. All children are tested in this area at the end of each term.

Cross-Curricular Writing Opportunities:-

At Crosslee Primary School we believe that it is crucial that children have the opportunity to practise and consolidate their writing skills in all areas of the curriculum and in an enjoyable manner, this is planned for in our long term writing plan. All teachers take advantage of opportunities to make cross-curricular links within their English and Topic planning. This also allows pupils to practise and apply the skills, knowledge and understanding taught through literacy lessons to other areas of the curriculum.

The Use of Technology:-

We live in a technological age and we aim to use ICT to support teaching and learning in English. Teachers and children have access to a range of websites and apps to promote the English curriculum. Class sets of laptops and I pads are available and teachers will ensure activities and skills are planned for and equipment is used appropriately and safely.

Assessment and Target Setting:-

At Crosslee all English work is marked and assessed in line with the school's Marking and Feedback Policy using marking symbols. Children are given the opportunity to regularly respond to marking and feedback and make improvements to work. In addition to this, children's progress is then reported to the Head teacher, Assessment Leader and Inclusion Leader. This is done at least termly through tracking assessments online using O'Track and through Pupil Progress meetings. Groups of children needing additional support are identified as part of this process and provision put in place. Full details of this process are outlined in the Assessment Policy.

Role of the English Leader:-

The English Team are responsible for improving the standards of teaching and learning in English by monitoring and evaluating the following; pupil progress, teacher's planning, work scrutiny, observations of lessons, policy development, auditing, supporting colleagues in the CPD, purchasing and organising resources and keeping up to date with recent English developments.

Parental Involvement:-

It is clear children make more progress when parents are involved in their education. Parents are encouraged to work with their children with individual reading practise, learning spellings and any other homework. (The details of this are laid down in the School Homework Policy.) Parents are also kept up to date with new educational developments which involve their children. We aim to set up meetings or parental workshops regularly so that parents have the best knowledge available and can help their children as much as possible.

Parents can access activities through the school website and can now get more information and support from our School Spider App.

Parents are also given the opportunity to join our volunteer scheme which includes helping children with their reading in school. The parents are provided with training and support to

undertake this role.

Conclusion:-

This policy will be reviewed and updated annually.

Kim Brown

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English Team.

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