



English Policy

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Statutory	NO
Adopted from Bracknell Forest	NO

Overview

This document is a statement of the aims, principles and strategies for the teaching and learning of English at College Town Primary School.

English at College Town Primary School

English underpins all aspects of a child's education as speaking, listening, reading and writing skills are used in every aspect of the curriculum. Good Spoken language is a fundamental skill, as without it, reading and writing are compromised. It is vital that children are given opportunities in engaging and meaningful ways to develop these skills. Therefore, at College Town, we recognise the importance of high-quality English teaching to equip children for life-long learning. Good readers make good writers, which is why high-quality texts are at the core of our English curriculum. We explicitly teach new and challenging vocabulary which allows children to write across a range of genres for different purposes.

Foundation Stage

The Literacy curriculum is planned and delivered in accordance with the 'Development Matters in the Early Years Foundation Stage'. The skill development is outlined as 'Communication & Language' and 'Literacy' and cannot be covered in isolation from the other areas of learning.

English National Curriculum

"The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:"

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

In the National Curriculum for 5 - 11 year olds, English is developed through four key areas:

- Spoken Language
- Reading – Word Reading & Comprehension
- Writing – Transcription & Composition
- Spelling, Vocabulary, Grammar & Punctuation

It is important to note that each is closely interrelated with the next, so it becomes increasingly difficult to consider one without the other.

Spoken language

EYFS

Starting in nursery, spoken language underpins English development. Quality spoken language is modelled clearly by all staff to ensure children develop this vital skill. Speaking and listening is embedded through the

curriculum and children are given continuous opportunities to expand their vocabulary. ECAT (Every Child A Talker) Training has been given to Early Years staff on using higher order language to maximise children's learning opportunities. Auditory discrimination is also taught in Nursery then applied to abstract concepts such as letters.

Planned activities are used to develop children's speaking and listening skills. Children are given opportunities to develop their speaking and listening skills through planned activities. For example: children are introduced to a 'book of the week' where they have discussions around a text to develop communication stemming from literature. Parents are aware of the book so can assist their children's learning further discuss with their child.

School trips are also planned to aid different forms of communication, including a trip to 'Little Street' role play centre. Children have their own 'chatter bag' where they have a 1:1 discussion with the teacher. Nursery TAs will also eat lunch with the children to talk with the children and model spoken language.

In Reception, teachers continue to eat lunch with the children. They scaffold play every Friday and in the afternoons. Each day, children have story time where they can choose to listen and learn from different stories.

National Curriculum aims

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Years 1-6

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to address their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum.

Writing

EYFS

Opportunities for children to practise their skills, for example reading labels, responding to written instructions, mark-making and early writing as part of play based learning are provided throughout the learning environment in the classrooms and the outside learning area. As well as lessons where communication, language and literacy are taught.

Early learning goal:

“Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.”

National curriculum aims



The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

Years 1-6 have a long term plan with English units set out into terms, with how many weeks teachers should cover the unit for. Units are covered between 2-4 weeks to ensure that enough time is given for children to learn associated vocabulary and genre specific grammar and features.

Teach writing composition strategies through modelling and supported practice		
Purpose and audience are central to effective writing. Pupils need to have a reason to write and someone to write for.		
Writing can be thought of as a process made up of seven components: <ul style="list-style-type: none"> ➤ planning ➤ drafting ➤ sharing ➤ evaluating ➤ revising ➤ editing ➤ publishing 		
Effective writers use a number of strategies to support each component of the writing process. Pupils should learn how, when, and why to use each strategy. For example, pupils' planning could be improved by teaching the strategies of goal-setting and activating prior knowledge.		
The strategies should be described and modelled before pupils practise them with feedback. Support should then be gradually reduced as pupils take increasing responsibility.		
Decide outcome	Decide on the final written or oral outcome for the unit of work.	The writing sequence
Objectives	Based on the skills the children will need to achieve the outcome and formative assessment information, identify the objectives to be covered. Differentiate to meet differing needs. Include grammatical features and structures that will be used in final outcome.	
Hook in A challenge, film clip, artefacts, music etc	Think of additional/incidental writing opportunities which can be built in to the unit to make sure that children have enough opportunities to write e.g. description, prequel to story, letter, diary entry, poster, thought bubbles to show different points of view,	
Responding to the text (book talk, writer talk)	Visual literacy- picture /image What might the book be about? How do the illustrations help the reader?	
		Modelled writing

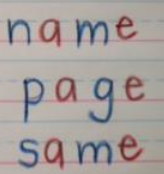





	Why/What questions- themes (loss, loneliness, hope, perseverance), problems, message the writer is trying to convey, Respond to chosen text (book talk). Consider likes/dislike, questions. Explore characters, settings and plot. Writer talk- How is the text structured? How has the writer created impact? Look at the first sentence or paragraph Research information, drama, role play, language play.	Shared writing  Guided writing  Independent writing
Capturing ideas	Capture ideas for written outcome, explore and develop vocabulary- teach this explicitly. Word bank, class glossary, precise word choices. Think of questions to ask characters, annotate pictures with nouns. Add detail adjectives, nouns, adverbs etc. Role play a day in the life of, interview people, hot seat, visualise and sketch alternative environments, retell from different point of view, freeze frame.	
Drafting	Focus on noting down key ideas. Children should set out their writing in a logical order. Contextualised grammar teaching. e.g. making lists, graphic organisers, and writing frames.	
Sharing	Sharing ideas or drafts throughout the writing process to give children feedback. Example strategy: in pairs, listen and read along as the author reads aloud.	
Evaluating	Children re-reading their writing or through feedback from adults or peers. Example strategies: self-monitoring and evaluation by asking questions like, 'Have I met my targets?' 'Have I used appropriate vocabulary?' Move post-it from page to page to support checking of targets.	
Editing	Make changes to ensure the text is accurate and coherent. At this stage, spelling and grammar assumes greater importance and children will need to recognise that their work will need to be accurate if readers are to engage with it and extract the intended information from it. e.g. check punctuation, grammar, reviewing spellings using a dictionary and thesaurus, thinking of synonyms.	
Publishing	Presenting the work so that others can read it. This may not be the outcome for all pieces of writing, but when used appropriately it can provide a strong incentive for children to produce high-quality writing and encourage them in particular to carefully revise and edit. e.g. displaying work, presenting to other classes, and sending copies to parents and carers.	

Spelling

At College Town Primary, we explicitly teach the rules for different spelling patterns. (See Appendix for the spelling rules covered from Year 1 to 6) Instead of doing one rule a week, we cover all the spelling rules each half term so children are exposed to the rules regularly. Regularly revisiting spelling rules will help to deepen their understanding of the different patterns. These are taught through activities aimed at the different learning styles: auditory, kinaesthetic and visual. Year group common exception words are taught each week alongside the spelling rules. In the front and back of English books, spelling rules and common exception words are stuck in for children to refer to. These are also displayed on class pages and homework books for parents to see and practise at home with children.

Teachers record which rules they have completed each week and monitor on a tracker. These are sent to the English Lead half termly. Spelling is assessed through written work across the curriculum and through these activities in daily spelling lessons:

<u>Activity</u>	<u>Example</u>
<u>Auditory</u>	
Dictation	Reading out sentences with spelling words in.
Saying the letter names	e.g. A T E = ate
Mnemonic maker	Because = big, elephants, can, always, ...
<u>Visual</u>	
Cloze exercises	Having missing words in sentences for children to fill in
Word study	Where words come from, prefixes/suffixes, tense,
Identifying spelling words following a pattern in an extract	Finding words which fit the spelling rule (this could be linked to guided reading in a vocabulary session)
Having the vowels in red in words	
Drawing around the letters	
<u>Kinaesthetic</u>	
Spelling crossword	(This could be done with letter tiles like in scrabble) 
Letter tiles	Making spelling rule words out of letter tiles 

Grammar

In KS1 and KS2, grammar is taught as part of English lessons. Teachers incorporate this into their planning ensuring they are covering their year group objectives. Where possible, grammar is taught linking to the genre of English the class are covering. As part of the writing process, children have time in lessons to proof read and edit their writing. Grammar is also supported further, by teachers during consistent modelling of correct Standard English and through speaking and listening activities.

Handwriting

At College Town, all children are introduced to cursive handwriting from the start. We believe this raises standards in the Early Years which has impacts throughout the whole school, developing confidence, accuracy and fluency and improved presentation. Children are expected to produce a good standard of handwriting when completing written work across all subjects. Children are taught in the school's cursive handwriting style and this is developed through written work and in discrete handwriting sessions.

Inclusion

Children identified as needing extra support in English will be given the appropriate help in the classroom. Providing for pupils with special educational needs should take account of each pupil's particular learning and assessment requirements and incorporate specific approaches which will allow individuals to succeed, such as using texts at an appropriate level of difficulty, using Clicker and planning for additional support.

Feedback

Feedback is most effective when given to children directly in the lesson. This needs to be constructive and move on children's learning. Teachers complete a whole class feedback sheet for English lessons, assessing children against the learning objective, identifying misconceptions not addressed in the lesson and commonly misspelt words. This is then used to adjust groups of children and input in the following session.

Feedback in guided reading is also completed on a feedback sheet. This is completed over the week and linked to the different areas of the VIPERS which have been taught.

Teachers use these feedback sheets to assess against the objectives on Target Tracker.

Assessment

Teachers are expected to regularly update assessments for their class using Target Tracker. Each half term, teachers will complete the steps to indicate children's level of understanding. (See appendix for examples of assessment)

As well as this, each half term:

- Reception and KS1 teachers complete a phonics tracker to identify children working within the different phases.
- Reception and KS1 teachers complete a guided reading tracker to monitor which reading level children are reading at.
- Reception, KS1 and KS2 teachers complete the 'Simple View of Reading' each half term.
- KS1 and KS2 teachers send the spelling tracker with which rules they have covered each week.
- Upper KS2 teachers complete the 'Simple view of Writing' each half term.