



English Policy March 2021

"Everyone who works with children should do what is in the best interests of the child."
Article 3 United Nations Rights of the Child

Aims

At Trinity Primary School we believe that Literacy is a fundamental life skill. Literacy develops children's ability to listen, speak, read and write for a wide range of purposes. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

This policy should be read alongside our Handwriting, Inclusion, Presentation, Feedback, Assessment Planning, and Learning and Teaching policies.

Speaking and Listening Aims:

- To listen, evaluate and respect the opinion of others
- To speak expressively and confidently about a range of topics through class discussions and debates
- To provide a range of opportunities for children to talk and listen in formal and informal settings
- To use drama and role play to develop confidence when addressing an audience
- To use discussion during shared and guided reading and writing sessions
- To create an environment in which children feel safe when speaking about their thoughts and feelings

Reading Aims:

- To create a reading culture that celebrates a love and enjoyment of books
- To help children become critical readers to give them greater understanding of the wider world
- To provide a wide range of reading materials, e.g. big books, comics, newspapers, encyclopedias, posters
- To develop children's reading skills through using books graded according to challenge and difficulty
- To develop retrieval skills through a range of information texts, including those related to the class topic

Writing Aims:

- To understand the importance of audience and purpose
- To develop strategies to communicate effectively through the written word
- To write in a variety of forms
- To recognise that writing can be a collaborative effort
- To recognise that drafting and redrafting is an essential part of the writing process
- To recognise that spelling is an important skill and ensure that children have a range of strategies to move towards the conventions of the written word

Teaching and Learning

At Trinity School we use a variety of teaching and learning styles in our English lessons in order to meet the needs of all our pupils. Our principal aim is to develop children's knowledge, skills and understanding.

In the Foundation Stage (Nursery and Reception) children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate.

In Reception children have daily discrete phonics lessons following the Letters and Sounds programme. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities. Reception staff complete the Phonics Baseline assessment by the end of September.

At Key Stage 1 (Years 1 and 2) children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds.

In Key Stage 1 daily discrete phonics lessons continue using the Letters and Sounds programme and are taught in ability groups, while children have daily mixed ability English lessons with an emphasis on real texts. Children take part in daily guided and /or individual reading sessions and have regular story times to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, differentiated class teaching and targeted teaching groups in English and reading comprehension sessions.

At Key Stage 2 (Years 3-6) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

In Key Stage 2 children have daily English lessons. Spelling and grammar skills are initially taught discretely before being embedded within English lessons. Additional English sessions include guided reading, spelling, grammar, handwriting and daily reading aloud of a class novel. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through targeted teaching; intervention programmes (e.g. Stareway to Spelling, Toe By Toe, Boosting Reading @ Primary) and differentiated class teaching.

Key Stage 1 follow 'Big Write Adventures'; a resource which combine rigorous coverage and skills progression with engaging stimulus materials and motivational characters that provide a clear purpose and audience for writing. The Big Writing Adventures are adapted by class teachers to suit the needs of the learners in their cohort. Key Stage 2 have trialled using Literacy Shed+ this year and this will become policy in September 2021.

Children in Key Stage 2 follow the Trinity Spelling program (introduced Autumn 2020) which enables children to move towards using their phonic knowledge to help them to understand spelling rules and patterns.

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

Handwriting

Reception to Year 6 follow the Letter Join handwriting scheme. The expectation is that children will use a cursive handwriting style.

Letter formation is modelled and taught alongside the Letters and Sounds in Reception. From Summer Term in Reception, some children will have access to the Letter Join programme, depending on capability. Please see Handwriting Policy for more detail.

Vocabulary

From Nursery to Year 6, class teachers plan for the teaching of specific vocabulary. Each class has a word/vocabulary wall which is regularly updated.

Inclusion

Teachers aim to include all pupils fully in their daily English lessons. All children benefit from participating in modelled, shared and guided sessions. Whatever their ability, it is part of the school Curriculum policy to

provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties and those learning English as an additional language, as well as providing appropriate, challenging work for those children who are Gifted and Talented. All children are set 'next steps' at the end of each piece of work which will enable them to move forward in their learning (See Assessment, Feedback and Planning policy).

Assessment, Recording and Reporting

We make short-term assessments which we use to help inform our short-term planning. These should be closely matched to the teaching objectives and will often be made from day to day observation and marking. We make medium-term assessments to measure the progress against the key objectives. Reading and writing levels are expected to be inputted on the SIMS Assessment Tracker at the end of each term using it, along with teacher judgement, to generate an understanding of where each child is in their learning for their year group. This will be Emerging, Developing or Secure in their year group. At the end of each half term children are assessed using PIRA (Progress in Reading Assessment) and PM Benchmarking, as necessary. Whole school (Nursery to Year 6) complete an unaided writing task in October, February and May using the same school-wide picture stimulus. In addition, children in Years 5 and 6, complete half termly assessments in spelling, punctuation and grammar. We inform parents of the children's progress through consultations that occur in the Autumn and Spring term as well as an end of year report which parents receive in the Summer Term.

Parents / Carers

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding consultation meetings to discuss children's progress twice a year;
- sending an Annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning;
- explaining to parents how they can support their children with homework, curriculum letters each term, weekly class emails and Facebook updates.

Homework

In Key Stage One and Foundation Stage children have two reading books (at least) a week sent home, which they are asked to read at home and for an adult to make comments in their reading diary. Children are expected to share books daily at home and these can be gained from the Key Stage One shared area as well as in class. Other homework, which may include English, is also given out once a week. In Year One and Two children learn the National Curriculum common irregular words in class and so words are sent home each week for the children to practise at home before being tested in class.

In Key Stage Two the expectation is that every child does some reading at home. There is a weekly reading activity and a weekly spelling activity. There might be some other English based homework, although this is sometimes cross-curricular. In Year 6 children are expected to complete a personal study each term, in preparation for Secondary school homework.

Monitoring and Review

English is monitored and evaluated as part of the school's monitoring cycle. This might include lesson observations, book looks, pupil consultations, planning scrutiny and reviewing of resources.

The English Co-ordinator aims to:

- support colleagues with planning and teaching of the English Curriculum
- monitor and review the teaching of English throughout the school.
- review teachers' planning to ensure that the statutory requirements are being covered
- moderate Year Group levels
- attend related inset in order to inform colleagues about new developments, ideas and resources in English

- scrutinise data to identify key groups and plan interventions as necessary

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Updated June 2021