



Aspire, Believe, Succeed

English Policy

Policy Type	Non-Statutory
Date Approved	9 th Feb 2017
Committee	Curriculum and Standards

“English is the language of the future,... the most important tool you’ll ever need, no matter what career you choose. You have the right to English. Make it your right!” (Benjamin Zephaniah)

Aims

At Featherstone Primary School we aim to develop in all the children:

- A positive attitude towards all aspects of English
- The ability to communicate and respond effectively in both written and verbal forms
- A keen awareness of audience in all areas of Literacy, across the range of Literacy skills
- Confidence and independence
- Persistence and stamina

Objectives

- To provide a language rich environment that promotes a culture of reading and writing
- To develop in children an interest in and a love of books and literature
- To value and use books as a basis for learning, pleasure, talk and play
- To teach children the craft of writing in order to develop their confidence and skills to write well for a range of purposes and audience
- To teach essential skills in spelling handwriting and punctuation.
- To foster in children the confidence, desire and ability to express their views and opinions both orally and in writing
- To value and celebrate diversity in culture and language

Whole School Philosophy

At Featherstone Primary School we aim to develop the abilities of all children to communicate effectively in speech and in writing. We wish to develop children into enthusiastic and responsive readers so that **they can** read for pleasure as well as academic achievement. Through our curriculum we aim to use a wide range of multi-cultural literature and reference materials, to develop the self-esteem of all children and an understanding and respect for all cultures alongside their own.

Teaching and Learning

At Featherstone Primary School we follow the principles set out in the National Curriculum and EYFS Statutory Framework. Language and Literacy skills are taught on a daily basis from Reception – Year 6 during English lessons. These skills are then applied in cross curricular learning opportunities in other subjects.

Early Years Foundation Stage

Within our Reception classes, children are immersed into their learning through play and meaningful practical activities. The teaching of phonics (letter sounds) plays an important part in early reading and writing and has a high focus in our reception teaching. To develop their reading and writing skills further, children receive focused teaching sessions in small groups. Daily handwriting sessions help to develop the children’s use of cursive handwriting.

English Lessons

Children have English lessons, which cover reading, writing, GPS (Grammar, Punctuation and Spelling) and speaking and listening.

In Years 1-6, we use CLPE's Power of Reading scheme to structure our English teaching. Following the Power of Reading scheme, Teachers plan their English sessions around a high quality text which becomes the focus for between 2-4 weeks. Each text project will cover outcomes for Speaking and Listening, Reading and Writing. Each plan will have a writing outcome with a particular purpose and audience in mind. Over the academic year each year group will cover a balance of Narrative, Non-Fiction and Poetry text types.

Within these sessions a range of teaching strategies are used including drama, roleplay and art activities to engage students and provide opportunities to explore texts in a variety of different ways. A high focus is put on speaking and listening as we believe that children must be able to speak a sentence before they can write it.

Children also receive a weekly Grammar and Punctuation lesson where key writing skills are taught separately. These are then applied to writing that takes place in Power of Reading sessions.

Reading Sessions

In Key stage 1, Children receive at least 4 guided reading sessions a week. Guided reading takes place with a group of children, of similar ability. During a guided reading session the children read and respond to a teacher selected text from our reading scheme. Texts of graded difficulty are carefully chosen and matched to the reading ability of the group. It is intended that guided reading provides a forum for children to demonstrate what they have learned about reading and to further develop and extend their reading and comprehension skills. A balance of adult led and independent sessions are provided.

In Key Stage 2, children receive at least 3 whole class reading sessions per week. These sessions provide opportunities for children to develop their independent reading skills, inference skills and comprehension skills. Each week children will complete a 'Reading in Class' session where children apply their inference skills to new contexts such as images, video clips and advertisements.

Teachers are responsible for ensuring that children are regularly taking home books appropriate to their reading level and to communicate effectively with parents the children's progress through the use of the reading record books.

Handwriting

At Featherstone Primary School, cursive handwriting style is taught from Reception. The aim is to ensure all children are joining their letters by the end of Year 2. This is then consolidated throughout Key Stage 2.

Phonics and Spelling

Key Stage 1

At Featherstone Primary School, we teach the early skills of reading and writing through phonics. We currently use a scheme called Letters and Sounds. This is a focused teaching strategy that teaches children how the alphabet and combined letter sounds work to enable us to read and write. Letters and Sounds is taught as a discrete 20 minutes session each day. These sessions combine practical game activities with reading and writing skills to enthuse young learners.

Children in Year 2 who have a good grasp of phonics will move on to spelling sessions.

Key Stage 2

Daily spelling sessions take place in Key Stage 2. These sessions teach the spelling objectives prescribed for each year group. The focus for these sessions is to review, teach, practice and apply taught spelling patterns in a fun and creative way to apply these in their writing.

Whole school spelling and home spellings

Every Friday morning the whole school takes place in 'Ice Cool Spelling' sessions. Ice cool spelling is a successful spelling scheme that is built on repetition and challenge. The children are split into ability groups and tested weekly on a list of common words and words that are set out in the national curriculum. A copy of their current 'Ice Cool Spelling' list will be sent home weekly. All spellings must be correct in the list to move on to the next level.

Inclusion

All children will be given opportunities to participate on equal terms in all Literacy activities and due consideration will be given to the principles of Inclusion.

Children with Special Educational Needs and the More Able children

During Literacy lessons, tasks and materials are differentiated by the class teacher to meet the needs of individual children. Children identified as having Special Educational Needs may need greater differentiation of materials and tasks consistent with that child's Educational Plan (ITP). More able children will be challenged and motivated by greater differentiation of materials and tasks. The class teacher will also aim to identify those children who may be gifted in English and provide them with appropriate learning opportunities.

Children with English as an Additional Language (EAL)

As an inclusive school, we plan teaching and learning opportunities to help those for whom English is an additional language or who have language difficulties. We use one to one support, small groups and cross-phase work to help with this.

Assessment, Records and Reports

Progress in Literacy will be monitored through ongoing teacher assessments, periodic writing sampling for writing and guided reading records for reading.

Children's learning will be assessed against individual objectives from the English National Curriculum.

At the End of Years 2 and 6 children's learning in reading and spelling and grammar will also be assessed using national Statutory papers. In Year 2 these tests will be internally marked and used to support teacher judgements. In Year 6 these papers are externally marked and form the child's end of school assessments. Year in year 1 undergo a phonics screening.

Parents

Parents are actively encouraged to participate in their child's education by supporting them in a positive way – both generally and specifically. We ask that parents read at home with their children regularly, support them with homework tasks and the learning of spellings. Children should bring book bags to school daily so that they can be provided with high quality books and resources to contribute to their learning at home.