

## **Egginton Primary School**

### **English Policy**

#### English across the curriculum

We recognise that English skills need to be regularly applied in every subject area and that, where appropriate, English teaching will be linking to work in other areas of the curriculum. This allows reinforcement of English skills within a contextual setting.

#### Equal Opportunities/Inclusion

As a school, we strive to teach English within contexts which are meaningful and engaging for all learners, regardless of race, gender or socio-economic background. We challenge all children regardless of ability to reach their potential.

#### Early Years Foundation Stage

The EYFS specifies requirements for learning and development throughout the prime area of Communication and Language (Listening and Attention, Understanding and Speaking) which involve giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

It is also taught through the specific area of Literacy (Reading and Writing). Development involves encouraging children to link sounds and letters and to begin to read and write. We use a range of phonics resources (including Letters and Sounds and Jolly Phonics) daily to enable children to acquire a good knowledge of phonics. Children are given access to a wide range of reading materials (books, poems, and other written material) to ignite their interest.

Reading: children are encouraged to read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking to others about what they have read.

Writing: as the children progress through EYFS they begin use their phonic knowledge to write words in ways which match their spoken words. 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 some are phonetically plausible.

#### Key Stages 1 and 2

Children in Key Stages 1 and 2 are taught in line with the 2014 National Curriculum.

#### Assessment

Where possible, continuous feedback is given to children orally within class. Any written marking is completed in line with the school's Marking and Feedback policy.

Children's English attainment is monitored on a termly basis through assessment weeks and formative written assessments 2/3 times per half term. These tasks assess

children's ability in relation to the National curriculum expectations for reading. The outcomes are used to inform planning and set targets for children's attainment. This assessment week, alongside formative assessments feeds into pupil progress meetings and is used to target children for specific teaching input from teaching assistants and/or class teachers.

We hold termly moderation meetings within our own school and at cluster meetings with other schools to ensure the consistency of levels between year groups, phases and across the whole school. This ensures that all staff have a good understanding of the assessment process and children's progress throughout the school.

### **Speaking and listening**

Speaking and listening is planned for within English and Guided Reading sessions. Drama strategies such as hot-seating, role play and talk partners are regularly incorporated into weekly planning

### **Reading**

Wherever possible, reading is integrated into the school day. Texts are regularly shared with children and their features pointed out. This is predominately used with the whole class across a variety of subject areas.

Class Books: Each class has a class book which is shared regularly throughout the school week to promote reading for pleasure across the school.

### **Super Six Reading Characters**

At Egginton we have introduced the Super Six to help teach children the key aspects of reading comprehension. These are used across a range of high quality texts and extracts. Children are also encouraged to apply the Super Six to their independent reading, recording any comments in their Reading Record.

The Super Six include:

- Mana the Monitor: monitors the children's understanding of the text and the meaning of words.
- Quentin the Questioner: encourages children to ask their own questions about the text or answer questions using the text to support their answer.
- Vernon the Visualiser: helps children to visualise what they have read and consider the author's use of language.
- Stan the Summariser: encourages children to identify the key ideas of a text and summarise what they have read.
- Priscilla the Predictor: helps children to predict what might happen next based on what they have read.
- Colin and Carmen the Connectors: helps children to make connections between the text they have read, themselves, the wider world and other books they have read.

### **Independent reading**

Every child will have the opportunity to take a book home to read with an adult (this can be a reading scheme book or a class library book, dependent on a child's

reading ability). Children's reading progress will be noted in their Reading Record. Both children and parents are encouraged to write in this book and make comments on what has been read. Reading Records will be regularly monitored by teachers to ensure that all children (regardless of age) are reading at home regularly.

Volunteer readers help specific children develop their reading skills. They work with children once a week to help boost their reading skills, comprehension and enjoyment of books.

## **Writing**

### Writing in the Early Years

As a school we endorse the view that all children's writing will be valued. Children's writing is encouraged to emerge alongside a thoroughly planned programme of phonics, spelling and sentence work. On entering school, all children are encouraged to write and as a staff we value all their writing regardless of its developmental stage.

### Writing across Key Stage 1 and Key Stage 2

When planning for writing, teachers link sentence and word level activities in a meaningful context. Quality texts and video clips are used as models on which to base the children's writing using a cross curricular approach where possible.

In class, teachers use shared and guided writing in order to build on the children's knowledge of the text type and provide them with the skills they need to produce high quality writing. In addition, children will have regular practice at independent writing in a range of genres and for a range of genres and for a variety of different purposes.

### Extending writing

We recognise the importance of extended writing and teachers will plan for children to do extended writing on a regular basis as part of their formative assessment. In EYFS and KS1, children will choose their favourite pieces of writing to go into their Polished Pieces books. From KS2, these pieces should be edited and redrafted into their Polished Pieces books. These Polished Pieces books will move with the children as they journey through the school.

As a school, we often have writing projects, in which all children write from a shared stimulus. This work is then displayed around school.

### Phonics, spelling and grammar

Phonics is taught daily across EYFS and Key Stage 1. At Egginton we use a range of resources, including Letters and Sounds to teach Phonics. Letters and Sounds aims to build on children's speaking and listening skills in their own right as well as to prepare children for learning to read and write by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills upon school entry, with the aim of them becoming fluent by the age of seven.

Spelling is taught as an integral element of English. Spellings are taken from the National Curriculum objectives, National Curriculum Word Lists and Letters and Sounds. Children are given spellings appropriate to their age (differentiated). They are actively encouraged to learn their spellings using a range of strategies, and practice them at home. Class teachers organise spelling assessments as appropriate.

Good grammar is central to good quality writing and forms part of the assessment in writing. Children should be taught to express their ideas in as clear and direct way as possible and so the explicit teaching of grammar should work alongside a rich and stimulating English writing curriculum. Whilst grammar skills may be taught separately, it is important that children are encouraged to embed them into their general writing, exploring the ways in which they enhance the quality of their expression.

### Handwriting

Handwriting is taught in line with the National Curriculum objectives. As a school we have decided to implement a joined cursive handwriting style from Year 2.

### Homework

Children are expected to read and practice their spellings regularly. Any additional English homework will be given in line with the school's Homework policy.

### Role of the parent

Parents are actively encouraged to help in school and support their children at home.

Parental workshops are carried out to aid parents in supporting their children with their learning at home.

### Policy review:

The English policy will be reviewed annually. The date for the next policy review is January 2018.

Agreed by staff: 2.1.18

Agreed by Governors: