

## **Tatham Fells CE (VC) Primary School**

### **ENGLISH POLICY**

#### **Purpose**

English is both a subject in its own right and the medium for all teaching. For pupils understanding the language in written and spoken form provides access to the whole curriculum and is an essential foundation for success in all subjects.

We derive our policy from our Mission Statement 'Roots to Grow, Wings to Fly, Faith to Flourish'. We encourage children to build skills and develop the confidence to use them independently.

#### **Aims**

Our aims for English at Tatham Fells school are:

- To provide a rich and stimulating language environment, where speaking and listening, reading and writing are integrated.
- To provide opportunities for pupils to become confident, competent and expressive users of the language with a developing knowledge of how it works.
- To provide opportunities for pupils to be reflective users of language, able to analyse and evaluate features of language.
- To provide an awareness of purpose and audience for both written and oral language.
- To provide an environment where pupils are encouraged to construct and convey meaning.
- To provide strategies for expressing meaning both in speech and writing, of factual, imaginary and personal experiences.

#### **Speaking and Listening**

We believe it is important to provide planned opportunities for a range of speaking and listening tasks. This encourages children to develop as fluent, confident and competent speakers who are also able to listen with interest and understanding for sustained periods. It also encourages pupils to work cooperatively with others and to listen to the views of others. Working collaboratively and sharing ideas is a valuable and supportive exercise that is planned and developed within each classroom.

We aim for pupils to be able to:

- use speech appropriately for different purposes.
- adopt appropriate vocabulary, tone, pace, register and style for a variety of audiences and in a variety of situations.
- understand the effect of speech on the listener.
- use talk to develop and express ideas.
- communicate meaning effectively.
- listen attentively and derive meaning from what others say.
- follow verbal instructions accurately.
- understand the importance of good listening and how to respond during discussions, conversations and when information is given or asked for.
- develop the skills of turn-taking, negotiation and reaching consensus.

## **Reading**

Pupils are encouraged to become confident, enthusiastic, critical and independent readers. They are given opportunities to experience print produced in a variety of forms and for a variety of purposes and to read for information, interest and enjoyment.

We aim for pupils to be able to:

- understand the features of a book and how it works.
- have an interest in words and their meanings.
- use a range of strategies which will help them to read with meaning, fluency, accuracy and expression.
- use appropriate reading strategies to find and interpret information.
- reflect on their reading and offer a personal response to a wide range of texts.
- understand how the format and language changes with different genres.
- use inferential skills to find meaning beyond the literal.
- appreciate the tools of the writer and the techniques used to involve the reader in the text and build these strategies into their own writing.
- appreciate the work of individual authors, illustrators and publishers.
- read for and with other children and adults in a variety of situations.
- read silently with a specific focus for the reading.
- use a range of resources, including classroom materials, the school and public libraries for a range of reading materials.
- use ICT to enhance and support reading.

To support these aims we use the twinkl phonics program and a range of phonically decodable reading books. We use the accelerated reader system when children are ready and encourage daily reading throughout the school.

## **Writing**

We believe it is important for pupils to develop as independent, enthusiastic and expressive writers, who are able to write in a meaningful way. They should be able to use a range of forms for a variety of purposes and audiences. They should be confident in their choice of genre and language style for a specific purpose. Pupils are encouraged to regard themselves as writers and value their own work and that of others.

We aim for pupils to be able to:

- use writing as a means to communicate ideas and information to a reader.
- write in a grammatically accurate way.
- develop an increasingly wide vocabulary suited to the purpose and genre.
- write in a particular genre with a good understanding of the features of that genre.
- understand the conventions of written language.
- use teacher modelling as a means to understand the writing process.
- understand how writers can have an effect on the reader.
- incorporate ideas and skills of other authors into their own writing.
- collaborate with others during the writing process.
- draft and re-draft, making significant revisions where appropriate.
- work collaboratively with other children to discuss the editing of written work.
- use ICT as a tool for writing.
- use spelling, punctuation and syntax accurately and with confidence.

## **Spelling**

Pupils are encouraged to develop as independent and accurate spellers who are confident to use an evolving and adventurous vocabulary in their own writing. They should have a range of spelling strategies that they can use to attempt unknown words and a sound knowledge of irregular high frequency words for use in their daily work. They are made aware of the differences between spoken and written English in terms of spelling.

We aim for pupils to be able to:

- attempt words for themselves using a range of strategies.
- write an increasingly wide range of words from memory.
- use a variety of resources to help with spelling e.g. dictionaries, word banks, classroom environment, computer spell-checks etc.
- develop an understanding of spelling patterns and rules through investigations and identifying the exceptions to those rules as "interesting" or "exciting" and understand that some prefixes and suffixes can change the meaning of the words.
- use a range of strategies to learn spellings, especially those mis-spelt in their own work. These might include spelling logs, look, cover, write, check, the use of mnemonics and word pictures.

### **Handwriting**

See appendix 1

### **Drama**

Pupils are given opportunities to use a range of dramatic forms to express feelings and ideas both verbally and non-verbally in the classroom. Pupils are encouraged to appreciate drama, both as participants and observers, through theatre visit, visiting drama groups, performances for parents.

We aim for:

- opportunities to be given for the development of drama in a variety of contexts.
- pupils to be encouraged to use drama to link ideas in English through role-play, hot seating, tableaux, mime and freeze-frame techniques.
- pupils to explore a range of endings to stories through role-play and use these as a pre-writing stimulus.

### **Early Years**

The Early Years curriculum is founded on the principles and practice laid out in the Early Learning Goals document.

Speaking and listening skills are vitally important as they underpin all learning at this stage. The English programme builds on the language skills that children bring from home. Development of these skills is encouraged through activities such as listening to stories and poems, joining in with rhymes and songs, participating in drama and imaginative play, responding to simple instructions, talking to accompany play etc.

Knowledge about books is developed through activities such as, retelling a story in their own words, reading a big book with the teacher, re-reading favourite stories as a group/class, listening to taped stories etc.

When a child is ready to begin more formal reading activities (usually during the reception year) he/she will embark on the school's phonic reading scheme. Children take home a reading book and diary daily for home school communication. This continues throughout school. Phonics are introduced in a daily session using twinkl phonics.

Emergent writing is encouraged through role-play e.g. in the shop, office, cafe etc., where children are provided with a range of writing materials. When children become more aware of phonics and letter formation, they are encouraged to attempt a more focused form of writing, using the initial, end and medial sounds in words.

### **Differentiation**

We plan for differentiation so that pupils' interest is maintained, their individual needs are met and to ensure that all pupils are challenged and achieve success. This adaptation may be to record their work in a simpler form or to work on a selected

aspect of a task. Children may require extra support, time or resources to enable them to access the English curriculum fully. Children who require extension will be asked to develop and transfer their skills through more open-ended tasks and cross-curricular activities.

### **Inclusion**

Differentiated learning strategies based on individual needs support pupils with special needs. This applies to children who need additional support and also those who are high fliers. Support is usually given in class but sometimes groups and/or individuals are withdrawn for a particular focus.

### **Assessment**

Assessment is an integral part of the planning process. We gather evidence for assessment through planned opportunities for observation, individual reading records, running records, comparing draft and final versions of a piece of writing, self-assessment, formal assessment etc.

Both formative and summative assessments inform planning and target setting for individuals and groups.

NFER tests, star reading and the Salford reading test are used to assess progress.

### **Record Keeping**

Records of achievement are kept as:

- school/year/individual English targets.
- teacher assessments and the Y6 and Y2 SATs results.
- Teachers' own records on individuals' progress.
- individual reading records.
- individual annual reports to parents.
- Teachers regularly monitor pupil progress and identify any concerns.

### **Equal Opportunities**

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

### **Monitoring and Evaluation of the English Policy**

The effectiveness of the policy will be monitored during the year through:

- monitoring of teaching and learning by the subject leader
- visits from the inspectorate or advisory team.
- consultation with staff.
- sampling of pupils' work and target setting across year groups.

This policy will be reviewed in line with the school monitoring timetable.

Signed (Headteacher): Fiona Ip

Signed (Chair of Governors): Helen Wilkinson

Date: January 2022

Review Date: January 2025