

# Orleans Primary School

'A love of learning, for life, for all.'



## English Policy

<b>Governor's Committee Responsible</b>	<b>Quality and Standards</b>
<b>Status</b>	<b>Non Statutory</b>
<b>Review Cycle</b>	<b>3 Yearly</b>
<b>Date written/last review</b>	<b>October 2019</b>
<b>Date of next review</b>	<b>October 2022</b>

Signed Chair of Quality and Standards:

Date:

Signed Headteacher:

Date:

**Orleans Primary School**  
**English Policy**

**Introduction:**

English is a fundamental life skill. English develops a child's ability to listen, speak, read and write for a wide range of purposes. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry, drama, 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 contexts.

**Intent:**

- Promote high standards of language and literacy.
- Provide quality experiences that will enhance children's knowledge, skills and understanding.
- Create enthusiastic, effective and reflective readers and writers of stories, poetry and drama as well as non-fiction.
- Produce lifelong readers and writers.
- Promote a love of reading and writing.
- Secure children's grammatical understanding through meaningful links to texts.

**Objectives:**

**Through the Power of Reading, in Speaking and Listening, we aim for our children to:**

- Speak and listen actively in a wide range of circumstances and, through this, develop a growing vocabulary.
- Be able to express their opinions and justify their preferences appropriately and to consider the opinions of others.
- Evaluate their own and other's contributions.
- Speak audibly and fluently to a larger audience.

**Through the Power of Reading, in Reading we aim for our children to:**

- Read with confidence, fluency and understanding, using a range of independent strategies to decode, self-correct and deconstruct.
- Develop an enthusiasm for reading, sharing and discussing texts.
- Be able to express their opinions and justify their preferences about a wide range of quality fiction/non-fiction texts.
- Read silently and aloud with intonation and expression to a range of audiences.
- To be inspired by and identify the use of words and punctuation for effect in a text so that they can be used in their own writing.
- Be able to confidently comprehend and draw inferences from texts.
- Become readers for life.

### **Through the Power of Reading, in Writing, we aim for our children to:**

- Develop their composition and transcription skills.
- Develop an enthusiasm for and an enjoyment of writing.
- Use their imagination and own creative ideas to develop an individual writing style.
- Use talk, drama, art and the knowledge gained from reading as an aid to writing.
- Write with confidence, creativity, fluency and understanding, adopting a range of independent strategies to reflect and self-correct.
- Understand a range of text types and genres and be able to write in a variety of styles and form appropriate to the situation.
- Increase their ability to plan, reuse and evaluate their writing.
- Use a variety of mediums to express their written ideas, e.g. ICT and Drama.
- Be exposed to VCOP (vocabulary, connective, openers and punctuation) through the Power of Reading teaching sequences and use it as a tool for effective writing.
- In handwriting, ensure that pupils develop a fluid, legible joined script.
- Use a number of strategies to spell correctly (this will be largely phonetically in the early stages).
- Understand the morphology (word structure) and orthography (spelling structure) of words.

### **Through the Power of Reading, in SPAG (Spelling, Punctuation and Grammar) we aim for our children to:**

- Control their speaking and writing consciously and to use standard English.
- Use the elements of spelling, punctuation, grammar and 'language about language'.
- Learn the correct grammatical terms in English and know these in a variety of situations
- Spell confidently and understand rules behind spelling

### **As a staff, we aim to:**

- Assess and subsequently plan for the specific needs of individual children.
- Share our curriculum and individual pupil progress with parents.
- Provide a stimulating and challenging learning environment.
- Set high, yet realistic expectations of the pupils' learning.
- Set end of year targets based on either outstanding or aspirational progress.
- Value and celebrate all achievement and progress.
- Set learning targets which children are aware of and know how to achieve. As children mature, they will take a greater role in setting their own targets.
- Develop children's self-esteem and encourage them to strive for personal success.
- Provide all children with equal access to a balanced, exciting and relevant curriculum.

### **Implementation:**

#### **At Orleans, high quality teaching and learning in English is:**

- High expectations and challenge for all.

- Well planned lessons, following the Power of Reading scheme, that develop children's English skills through a process that involves reading, analysing, guided and independent writing.
- Lessons are well paced, to maintain interest, concentration and progress and are planned around a high quality text.
- Excellent subject knowledge
- The writing process is valued and given a purpose and an audience that is exciting and relevant to the children.
- The needs of all learners are met through effective differentiation
- A range of teaching and learning strategies are adopted that incorporate a range of learning styles, e.g. drama and ICT.
- Hook Lesson are used to introduce a text and engage children fully with the learning.
- The teaching of the key elements for successful writing: handwriting, spelling (phonics), use of vocabulary, connectives, openers and punctuation through exposure to high quality texts.
- Providing opportunities for English across the curriculum that are used to motivate and enthuse learners.
- Interactive lessons where children are encouraged to be active learners.
- The use of scaffolds and resources to enable pupils to become confident, independent writers.
- The use of effective questioning to empower learning, check understanding and to learn from the contributions of peers.

### **Organisation of the curriculum:**

#### **In EYFS, after two weeks of settling in, a whole class approach to phonics begins:**

- Read, Write, Inc lesson objectives are used to teach phonics in phases. One sound per day is introduced via a rhyme.
- After a phase, there is a break called 'Word Week' which allows for consolidation and extension through word building and revision where appropriate before the next phase is taught.
- The TA will sit near the children who need support. If a group is falling behind, they are given some pre-teaching in the afternoon prior to the next lesson. This system has prevented the gap widening and has proven to be a success.

#### **In Key Stage 1:**

- In KS1 pupils have 5 sessions of English a week, a daily, discrete phonics session and a weekly, small group, guided reading session.
- Any reception child who did not meet the ELG for Reading and Writing will receive targeted intervention at the start of Year One to enable them to catch up with their peers.
- If anyone fails the Year 1 phonics screening, they will be targeted for intervention at the start of Year 2.
- Phonics will be taught as a whole class lesson.
- At the start of the academic year, there will be a Phonics Surgery for Years 1 and 2 revising all the phase 2 and 3 sounds. Following this, Year 1 will continue to use Read, Write, Inc whilst Year 2 follow the Twinkl spelling scheme.
- From Year 2 onwards all children follow the Twinkl Spelling scheme.

## **Key Stage 2:**

- In KS2 pupils have 5 sessions of English a week, integrated SPAG sessions and weekly whole class guided reading sessions as well as opportunities for reading for pleasure.
- Handwriting is also taught discretely on a weekly basis (see separate handwriting guidance for more information).
- Reading, writing, speaking and listening interventions are organised, planned and delivered based on the needs of the children. Intervention should be provided for any child who is either targeted to meet below the National Average or who is not making expected progress.
- Cross curricular links are made wherever possible; these may result in reorganising the weekly timetable where English may be taught in larger chunks of time in a day and not on others.
- Opportunities for drafting and editing are built into all teaching sequences.

## **Special Educational Needs and Inclusion:**

- Learning in English takes into account the targets set for individual children on the Special Educational Needs register, in their Individual Education Plans and Educational Health Care Plans.
- Teachers, TAs and LSAs ensure that children with Special Educational Needs can access the learning and make expected progress through Quality First Teaching and then Wave 1, 2 and 3 interventions as appropriate.
- It is the expectation that all children will be included in the whole class learning and will be withdrawn for class for specific interventions that have been recommended by outside agencies. This will be closely monitored throughout the term.
- 

## **Planning and Monitoring:**

- Our English provision is delivered through the Power of Reading scheme, which incorporates the requirements of the National Curriculum document to ensure continuity and progression.
- Class teachers use the Power of Reading scheme teaching sequences for their plans.
- The subject leaders monitor these periodically to ensure their curriculum coverage is being delivered.
- Regular summative and teacher assessment is used to inform teaching; identifying gaps in children's knowledge and understanding as well as offering challenge.
- The English subject leaders observe teaching and learning of English once a year.
- The progress and achievement of all pupils in reading, writing and phonics is tracked and analysed by the English Leaders and the Headteacher.

## **Assessment:**

- Summative and teacher assessments are used to track the progress of individuals, groups and cohorts in reading and writing, using NFER materials and SATS optional tests.

- Phonics is assessed on a weekly rolling program through key word/weekly spelling checks in KS1.
- See assessment and marking policies for further information.
- In Year One, all pupils take part in the National Phonics Screening Test on an annual basis. Children who do not achieve the national expected standard will then re-take the phonics screening test at the end of Year 2.
- Assessment in writing is on-going throughout the year and is based on a range of evidence from a variety of pieces of writing produced by the children.

Please refer to the School Development Plan for current focus.

Policy reviewed December 2019

Date for review December 2021