



Thurlaston CE (Aided) Primary School
Teaching and Living the Christian Way of Life
Building Our Lives on Jesus

English Policy

(Inc Speaking and Listening, Reading, Phonics, Writing, Handwriting, Spelling)

June 2022

Signed

Policy for Learning and Teaching in English

Intent

At Thurlaston CofE Primary School, we recognise that reading and writing is integral to all aspects of learning and we want to ensure that children develop a lifelong, healthy and enthusiastic attitude towards reading and writing. The skill of reading and writing enables pupils to communicate with themselves and others while documenting and conveying their knowledge and ideas. Building on experiences, it encourages expression and higher order thinking skills to develop. Creating a culture of writing in our school ensures our children are given the best opportunities to build their capacity and confidence in a range of writing styles.

By creating a stimulating environment and employing appropriate resources, we are determined to provide all pupils with a supportive English curriculum which will allow learners to;

- be effective, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, well presented written work.
- To develop the habit of reading widely and often, for both pleasure and information.

Implementation

Teaching and Learning

Our planning for English, follows the revised National Curriculum for English guidelines September 2014.

English is taught daily from Foundation Stage through to Year 6.

Speaking and Listening

We provide a wide variety of experiences where our children can encounter a range of audiences and activities which are designed to develop competence, precision and confidence in speaking and listening.

We place a high value on talking with and listening to our children. English lessons are planned to include use of talk partners, drama, debate and discussions.

Children are taught to speak clearly and convey ideas confidently using standard English. We encourage children to justify ideas with reading; ask questions to check understanding; develop vocabulary and build knowledge; negotiate and evaluate and build on the ideas of others.

Phonics

Phonics begins in Foundation Stage, following the DFE validated Success for All phonics, a complete Systematic Synthetic Phonics approach. The programme is underpinned by a set of seven core principles designed to support children to successfully develop their literacy skills;

- Systematic Progression
- Regular Assessment
- Early Intervention
- Multisensory Approach
- Co-operative Learning
- Application of Skills
- Collegiate Approach

Phonics is taught daily from the beginning of reception with a consistent approach following the programme that develops pace and routine. At the beginning of Reception these lessons will last around 15-20 minutes, as the children progress these lessons will be 25 minutes long. 10 minutes reviewing previously learnt Grapheme Phoneme Correspondence's (GPCs) and 15 minutes teaching, practising and applying the new GPC.

Children in Class 1 and 2 will have daily phonic lessons. We believe that learning to read and write is key to successful learning in all areas of the curriculum and it is imperative that all children master phonic skills and achieve the expected standards and so where appropriate phonics will continue to be taught individually to children in Class 3 and 4. This will be through individual focussed interventions and the use of Tutoring with the Lightning Squad, an online reading tutoring platform following and linked with our Success for All programme.

Reading

We believe that Reading is the cornerstone to all children's learning particularly as without it, other learning can be difficult to access. We aim to develop a love of books as well as develop children's ability to read. In Key Stage 1 we use a range of reading schemes at the early stages. We teach a variety of reading cues: phonological, contextual, grammatical, graphic knowledge and prediction skills.

In Reception the children are heard read weekly and the Class teacher listens to them read during phonic lessons and daily guided reading sessions. Children's books will be changed weekly and will match the phonics they have previously learnt. The children are encouraged to read regularly at home. In class the teacher reads to the children regularly to develop a love of reading and they also have a cosy reading area with books they can access independently.

In KS1 the children are heard read during daily phonic and guided reading sessions. They are encouraged to develop a love of reading and have a cosy reading area to access in the classroom. Children will have their reading books changed weekly and

are encouraged to read regularly at home. The reading record is closely monitored by the child's class teacher.

In KS2 the children are encouraged to develop a love of reading and are listened to read during daily guided reading sessions, individual reading or group reading which takes place at least three times a week. They are encouraged to read for at least 60 minutes per week and their reading log is closely monitored by classroom staff.

Children experience a wide range of reading activities in class including shared reading, reading circles, quiet reading, listening to stories, writing, making and sharing own books etc. and group reading. Children in KS2 have access to a cosy reading corner in their classroom and are also given regular opportunities to visit the school library.

Parents are supported and encouraged to read with their children regularly and to help with reading in classes involving them in the process of supporting their child's developing enjoyment and achievement.

Writing

We follow the 2014 National Curriculum for the teaching and learning of writing skills. We are committed to raising the standards of children's writing and ensure that all children are progressing with their writing.

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be.

Children's writing includes a variety of text types for example: narratives; explanations; descriptions and comparisons; diary writing; newspaper reports; instruction texts, report writing; argument and persuasion; play scripts and poetry. Through these children are taught to:

- Develop the stamina and skills to write at length
- Write with accurate spelling and punctuation
- Use grammar correctly
- Increase their ability to use planning, drafting and editing to improve their work
- Plan, draft and edit their writing to suit the purpose and audience
- Form letters correctly, leading to a fluent joined and legible handwriting style
- Experience a wide range of writing activities in their classroom; book making, story writing, report writing, creative writing, recording information, poems, rhyming etc.
- Emphasis is given to developing a sense of audience, ensuring that writing for a variety of real purposes, where possible.

Throughout the school we use 'Talk for Writing' (which includes the teaching of non-fiction texts as well as fiction and poetry) to help our children in many ways:

- To help make sense of and understand the world.
- To express themselves.
- To help develop speaking and listening skills.
- To develop their vocabulary.
- To develop writing.

- To become life long, confident story tellers.

The children listen to stories and texts, imitate stories and texts, innovate on them and then invent their own. We help them at every stage and step back when it is appropriate to do so, allowing the children to apply what they have learnt. Topic links are made within Talk for Writing lessons to give a purpose for writing. We use the new National Curriculum to guide our planning for English, adapting the plans to suit the needs, abilities and interests of our children.

Spelling

The ability to spell easily enables us to become more effective writers. The less thought we have to put into spelling, the more thought we can put into what is said. Children who are able at spelling are self-monitoring; they take responsibility for spelling words correctly. They are children who are able to identify which words do not 'look right' and check the spelling using a dictionary. Learning to spell is not just learning lists of words. It is a development process of learning to apply different strategies appropriately.

Children in reception begin taking spellings home to learn from the spring term and these words are in line with the Success for All phonics programme. They will have spellings to learn weekly.

In KS1 and KS2 children have spellings to learn weekly, these spellings are to practise the phonics they are learning in class or from the National Curriculum spellings list for the child's year group, they may also practise spelling patterns they have learnt.

Handwriting

At Thurlaston CofE Primary School we take great pride in the presentation of all our work. Within English we believe handwriting is an essential skill and we believe that the children's ability to write fluently for the rest of their lives depends on a good foundation of taught handwriting in the early years of their education. We believe that handwriting is a developmental process with its own distinctive stages of progression from readiness for handwriting, through to letter joins, practising speed and fluency and higher presentation skills. A flexible fluent and legible handwriting style empowers children to write with confidence and creativity.

Handwriting is an important skill to learn, as it enables others to read the work done and for children to feel a pride in their sense of achievement. We feel that fluent and cursive handwriting should be learnt as early as possible.

Children will:

- Develop fine motor skills
- Understand the importance of correct posture and paper position whether right or left handed.
- Hold and use a pen/pencil effectively
- Learn how to start and finish letters correctly
- Form letters of consistent size and shape
- Use and understand the language of writing and how to use the correct terminology
- Use regular spaces between words
- Form upper and lower case letters correctly
- Join letters correctly
- Be able to write legibly in both joined and printed styles
- Be able to use different styles of writing for different purposes

- Understand the importance of neat and clear presentation in order to communicate meaning effectively
- Develop greater control and fluency as they become increasingly confident

Handwriting will begin with mark-making and patterns in EYFS. During this time, staff in EYFS will ensure pupils are given daily opportunities to build their core strength as this will help pupils with their writing. The needs of left handed pupils or those with physical difficulties are also taken into account and where necessary accommodated with resources or specific intervention such as a pencil grip or resources to increase core strength. Discrete handwriting lessons are planned into the timetable, 3 lessons per week in KS1 and weekly lessons in KS2. Expectations for handwriting are consistently high in all subject areas and teachers model correct handwriting styles. In EYFS and Year 1 children are taught to form their letters correctly and teachers ensure this is firmly embedded before teaching children a pre-cursive handwriting style. In Year 2, children will be encouraged to consistently use a pre-cursive handwriting style and then taught to join their handwriting at an appropriate point for the children in the year. In KS2 we expect children to be consistently joining their handwriting. Correct posture and positioning of paper or books are also emphasised during these sessions. Letter formation and handwriting is taught and modelled using a range of resources. The national expectation at the end of year 6 is that pupils will join their handwriting.

Inclusion

- All children receive quality first literacy teaching on a daily basis and activities are differentiated accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented. The SENCO and Class Teacher decide which intervention programmes will be used. Teachers and teaching assistants plan programmes together and monitor progress of these pupils.
- More able pupils are planned for and we set high expectations across the curriculum.
- The needs of children with English as an additional language will be met through planning and support. This is supported by our equal opportunities policy.

How we assess the impact..

Assessment, Recording and Reporting

Reading including Phonics

- In KS2 children are assessed annually in the autumn term using the NFER group reading tests. This is nationally standardised.
- Across the school we use the FFT Reading Assessment Programme (RAP). In Reception and Year 1 children are assessed at the end of each half term. These assessments begin focussing on phonic recognition and blending skills and develop into also assessing children's reading and comprehension skills. This assessment is in line with our DFE validated phonics programme Success for All. Children in year 2 onwards will have a RAP reading assessment at the end of

each term assessing the children's reading and comprehension skills. We will be given a standardised score.

- Children's individual reading is regularly monitored.

Writing

- We regularly moderate writing across all year groups during weekly staff meetings with a focus on Year 6 and Year 2 writing.
- Writing development is monitored on a regular basis by the class teacher for formative assessment to assist the teacher's planning.

Spelling including phonics

- In KS2 children are assessed annually in the autumn term using the Single Word spelling test, this is nationally standardised.
- From the spring or summer term in Reception children across the school will be given a weekly spelling test that is monitored closely by the class teacher. These spellings will be based on phonics the children are learning or from the year group spelling lists.

Handwriting

- Handwriting development is closely monitored on a regular basis by the class teacher for formative assessment and to inform any intervention that needs to take place.
- Class 2 work towards a pencil of perfection for consistently neat handwriting.
- Class 3 work towards earning their pen licence.

Monitoring and Evaluation

- English is monitored by teachers, English Co-ordinator, the Headteacher and the Governing body. Having identified priorities, the English Co-ordinator constructs an action plan that forms part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

Reviewing the policy

- This policy will be reviewed every 3 years or according to the School Strategic Plan.

Sophie Fielder
March 2022

Appendix 1 – Phonics Progression

Appendix 2 – Spelling progression and lists

a b c d e f g h i j k l m n o p q r s t
u v w x y z

a b c d e f g h i j k l m n
o p q r s t u v w x y z

l s t u v w x y z