



English Policy 2018

At Sidney Stinger Primary, English is at the heart of our curriculum. We value the importance of being proficient in speaking, reading, writing and listening to English. Competence in English enables our children to communicate effectively at home, at school and in the wider world, which leads to improved opportunities in later life. The skills of speaking, listening, reading and writing enables children to organise and express their own thoughts and are a gateway to the wider curriculum.

Aims

- To develop the children's understanding of both spoken and written English, so that they can become enthusiastic, confident, responsive and knowledgeable readers and writers.
- To enrich children's understanding of the English language, by introducing them to varied and stimulating texts, promoting a love of learning simultaneously.

What does English look like at Sidney Stringer primary?

At Sidney Stringer Primary, children take part in daily reading and writing lessons.

In EYFS, reading is taught daily through the Read Write Inc. phonics scheme. A class book is used as a starting point, where opportunities linked to communication and language, speaking and listening and reading and writing complement one another during provision.

In Year 1, children complete the Read Write Inc. programme on a daily basis. The scheme teaches children the skills needed to word-read fluently and to comprehend what they have read. All children are grouped by ability and focus on ability-appropriate texts and resources. Children in Year 1 also engage in text-based writing lessons daily. The text is age appropriate and focused on their creative curriculum topic.

In Year 2, children that have completed the Read Write Inc. scheme move onto taking part in language and literacy lessons. The aim of these daily sessions is to teach children the skills needed to comprehend what they have read. Accompanying this, Year 2 pupils also participate in daily writing lessons. Writing lessons, resembling those in year 1, are focused on a text, relating to their creative curriculum topic. During these lessons, children learn to write in different genres, applying a range of taught skills. Children are encouraged to write for a purpose, in order to make writing meaningful and engaging for them.

As the school grows, Key Stage 2 children will continue with daily language and literacy and writing lessons. In these sessions there is a focus on comprehension of texts and recreating the genre by including correct spelling, grammar and punctuation.

Writing will follow the teaching sequence of: familiarisation of a genre, planning to write, drafting, editing and improving their work.

Four times a week, SPaG (spelling, punctuations and grammar) is taught from Year 1 upwards, where spelling, grammar, punctuation and handwriting is a focus.

Reading

At Sidney Stringer Primary, children are given opportunities to develop knowledge of different authors, text types and styles of writing, in order to foster a real love of reading. The approach taken to the teaching of reading in our school allows us to focus on both of the key dimensions needed to become effective readers – word reading and language comprehension.

Comprehension

This draws from linguistic knowledge (both vocabulary and grammar) and on knowledge of the world. We aim to give the children at our school memorable, real-life experiences to build on their knowledge and understanding of the world.

Comprehension skills are taught through shared and independent reading. Children are given opportunities to develop knowledge of different authors and styles of writing in order to foster a love of reading. Our reading spine is used to underpin the English long-term plan, and ensures a balance of classic, contemporary and well-loved fiction, including British and world authors, and includes classic and modern poetry. Children also read a range of non-fiction books, linked to the wider, termly, curriculum themes.

Word Reading

This involves decoding unfamiliar printed words and quick recognition of familiar printed words. The predominant approach to teaching decoding used is phonics. At Sidney Stringer Primary, Read Write Inc. phonics is used as the core phonics programme. At the end of Year 1 children complete the statutory Phonics Screening Check to assess their ability to decode using phonics.

Reading at Home

All children have an individual reading book (suitable for their ability) and are expected to read at home, with an adult, at least 4 times weekly- as part of their reading homework. Those children who have completed this are rewarded.

Children are also given the opportunity to read their reading books at school on a weekly basis. The teaching staff assess a child's fluency and understanding of a book, when hearing a child read. Discussing elements of a book children enjoyed is integral to teaching pupils to voice their opinion of different texts.

Writing across the curriculum

In addition to the writing opportunities as part of the English teaching sequence, children are encouraged to apply their writing skills to cross-curricular writing tasks. The tasks are usually taught away from the point of learning and the learning intention is foundation – subject based. At Sidney Stringer Primary, we aim to inspire children by giving them purposeful writing opportunities, in order to improve their confidence and enjoyment of writing.

Spelling, Punctuation, Grammar and Handwriting

Spelling is taught discretely during SPaG lessons, focusing on spelling rules, patterns and conventions- as detailed in the 2014 National Curriculum. These sessions also teach strategies for learning statutory word lists for Y2 onwards. Punctuation and grammar is also taught during these afternoon sessions, allowing the children to learn the skills discretely before applying them to their writing throughout the rest of the curriculum. Handwriting is taught weekly, following the school's handwriting scheme, leading children to the development of a fluent, legible and efficient joined handwriting style.

Homework

Children are given a selection of words from their year group's statutory word list or topic- related words, to learn at home each week. The children then sit a weekly spelling test that includes the learnt words.

Writing homework is interchangeable with Maths homework. These pieces are differentiated depending on ability and are either preparing for future learning or consolidating existing learning.

Below is a list of skills that a child deemed working at the 'age-related' expectation should be demonstrating by the end of Key Stage 2.

Reading expectations by end of KS2

By the end of KS2, children working at the expected standard are expected to:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.

(As stated in 2018/2019 teacher assessment framework)

Writing expectations by end of KS2

By the end of KS2, children working at the expected standard are expected to:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed. 2

(As stated in 2018/2019 teacher assessment framework)