



Southfield Primary School

English Policy

At Southfield, we view the acquisition of language skills to be of the utmost importance and so teaching of all aspects of English is given high priority.

Aims

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding.
- develop the habit of reading widely and often, for both pleasure and information, acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- appreciate our rich and varied literary heritage.
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Phonics

All phonics in Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) are taught following the Letters and Sounds system. We have adopted the suggested daily teaching sequence set out in 'Letters and Sounds'; Introduction, Revisit and Review, Teach, Practise, Apply and Assess learning. From Reception to Year Two children are 'set' according to levels of attainment, to allow for the high achievers to make accelerated progress and those with additional needs to gain further support.

Teaching is multi-sensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning. Phonics is taught daily, in short, briskly paced sessions and then applied to reading and writing across the

curriculum. All activities are well matched to the children's abilities and interests, and all classroom environments have an age appropriate display concentrating on both phonemes and key words. At Southfield we provide ample opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum and in activities such as guided reading and writing.

Phonics is taught in the following order:

Nursery:

- Phase 1 - rhyme and alliteration, sounds in the environment, discriminating speech, orally blending and segmenting phonemes (units of sound).

Reception:

- Phase 2 - common consonants and vowels, 23 phonemes for reading and spelling and enunciation.
- Phase 3 - Reading and spelling of CVC (consonant-vowel-consonant) and other words, knowing 1 grapheme (A way of writing down a phoneme. Graphemes can be made up from 1 letter e.g. p, 2 letters e.g. sh, 3 letters e.g. tch or 4 letters e.g. ough.) for each of the 43 phonemes,
- Phase 4 - consolidation of learning, reading and spelling of tricky words,

Year 1:

- Phase 5 - reading decodable two and three-syllable words, alternative ways of spelling and pronouncing graphemes and spelling complex words using phonetically plausible attempts.

Year 2:

- Phase 6 - recognising phonic irregularities, prefixes and suffixes.

In the key sight word list there are 300 words to learn. 100 in Reception/Year 1 and an additional 200 in Year 2.

Reading

Teachers plan and prepare lessons to ensure children are using their reading skills in many areas of the curriculum including through The International Primary Curriculum.

Outcomes pupils achieve are enhanced when children are exposed to a high quality texts and are taught the reading content domains for their Key Stage..

Reading sessions

Years 1 to 6 have a daily 30 minute reading session which is additional to the English session. Whole class reading sessions focus on teaching children the reading content domains.

The KS1 Reading Content Domains

1A draw on knowledge of vocabulary to understand texts
1B identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1C identify and explain the sequence of events in texts
1D make inferences from the text
1E predict what might happen on the basis of what has been read so far

The Key Stage 2 Reading Content Domains

2A Give / explain the meaning of words in context
2B Retrieve and record information / identify key details from fiction and non-fiction
2C Summarise main ideas from more than one paragraph
2D Make inferences from the text / explain and justify inferences with evidence from the text
2E Predict what might happen from details stated and implied
2F Identify / explain how information / narrative content is related and contributes to meaning as a whole
2G Identify / explain how meaning is enhanced through choice of words and phrases
2H Make comparisons within the text

Children are taught the reading domains as a whole class, children work through a range of reading comprehensions which include a variety of text types. Children are then given opportunities to apply the skills learnt across a range of subject areas.

Library

The school library is stocked with a number of fiction, poetry and non-fiction books. The library is timetabled for use by all children in EYFS, KS1 and Key Stage 2.

Children are able to go to the library to borrow books using the Computer system 'Junior Librarian' and for the younger children there are opportunities to have a story read to them at that time too.

All books are checked for appropriateness and are updated regularly.

Individual reading

Where the teacher feels an individual needs additional help with their reading they will receive an intervention that will be organised by the SENCo. There are

also volunteers who hear children read. These may be parents / carers or volunteers from Beanstalk (formerly Volunteer Reading Help)

Home Reading

Reading is regarded as a regular homework activity. Children are sent books home to read with a reading log. Parents/carers and pupils are encouraged to read together and discuss what has been read.

In Key Stage 1 children are sent two books home and these are changed at least once a week. Reading logs are checked once a week and this is where a teacher will initial and if needed write a comment.

In Years 3 and 4 children are sent one book home and these are changed at least once a week. The teacher will initial the reading log when a child changes their book.

If a child has read all the books in the school reading scheme they become a 'free reader' and are encouraged to change their book regularly. The teacher will encourage them to read chapter books and ones that are linked to topics being studied.

In Years 5 and 6 when children become free readers (children are not following a scheme) they borrow books from the free reader section and are able to change their book on a regular basis. They do not have a reading log but children are encouraged to keep a reading journal and respond to what they have read in a number of different ways.

Reading for Pleasure

To promote reading for pleasure we do the following:

- Send reading lists home for all year groups and encourage children to read a variety of books
- Have a class book - this is where the teacher reads to the class at the end of the day. The book is chosen by the children.
- Book Week activities take place including celebrating World Book Day
- We have visitors including authors in during Book Week

- We organise a Book swap where children donate books and all children go home with a new book
- We organise fundraising linked to reading and raise money for Readathon

Writing, spelling, grammar, vocabulary and punctuation

- Teachers sequence lessons so all grammar and punctuation is linked to the writing
- Teachers use a range of strategies when teaching children the writing skills. Children spend a few weeks on a particular genre of writing.
- The writing process follows a sequence of lessons. This includes children where looking at examples of writing (quality texts), identifying features, teachers modelling writing and children then writing independently.
- Children produce an independent piece of writing linked to every genre covered
- Marking during the process of writing encourages children to edit and improve their work independently
- We provide writing frames to support children who need them.
- In EYFS, children are given many opportunities to 'mark-make' and writing is embedded across the curriculum. (Mark making is a term used for the creation of different patterns, lines, textures and shapes. This may be on a piece of paper, on the floor or on an object or surface. It could be a simple dot or a line across a paper, all of this contributes to mark making and fundamentally is the basis of developing the writing skill.)
- In Key Stage 1 and 2, writing is encouraged across the whole curriculum
- We provide opportunities for children to plan, edit and revise their work.
- Children use success criteria during the writing process so they are aware of what they need to include in their writing and this is also used by children to self and peer assess.
- We follow the Pen Pals handwriting scheme (see Handwriting Policy).
- We use drama and hot-seating to help pupils to think about another point of view.
- Key vocabulary is visible on all displays and is linked to topics and subjects.

- We insist on children using the correct vocabulary orally.
- In Key Stage 1, the teaching of phonics is used to develop pupil's understanding of spelling patterns.
- We encourage children to use dictionaries and thesauruses to improve their spellings and vocabulary throughout all areas of the curriculum.
- We use the quality texts to explore vocabulary choices and the effect they have.
- Writing moderation takes place regularly, either as a whole staff or in year groups. Writing is assessed in accordance with the National Curriculum objectives.

To develop Spoken Language we will give children opportunities :

- To express their ideas to a range of audiences.
- To take part in group discussion and drama activities.
- To listen and respond appropriately to others.
- To understand the need to adapt their speech to different situations.
- To evaluate and reflect on their own speech.
- To use the vocabulary and grammar of standard English whenever appropriate

Monitoring and Assessment

EYFS assess English objectives against the Early Learning Goals

Phonic assessments are carried out regularly and all Year 1 pupils take the 'Phonics Screening 'test

All Key Stage 1 and Key Stage 2 children are assessed against the objectives from the National Curriculum.

The independent pieces of writing are used to make assessments for writing

Children in Years 1-5 complete Progress in Reading Assessment (PiRA) termly tests. These tests produce standardised results and age related scores which enable us to track pupil progress and help teachers identify gaps in learning.

Pupil Progress meeting take place every half term and the attainment and progress of each and every child is discussed (including PiRA results). Interventions/support is then put in place where needed to support the needs of the children.

Role of the class teacher

To plan lessons where children are using their English skills across the curriculum

To teach children the appropriate reading domains throughout the curriculum

To make regular assessments of children's writing, reading and phonics knowledge and understanding

Role of Parent/Carers

Parent/carers are informed about their child's development in writing and reading throughout the year during Parent/Carer evenings.

Children will be set tasks that involve writing, reading and spelling (see Homework Policy) and parent/carers are encouraged to support their children with this work.

Role of Head teacher and English Lead

The Senior Leadership Team (SLT) rigorously monitor the quality of teaching and learning, this will be done through:

- regular work scrutinies
- lesson observations,
- looking at the quality of learning environments,
- analysing data during Pupil Progress Meetings
- through pupil voice.
- Ensure resources for reading and writing are updated regularly

The Headteacher and English lead will monitor the effectiveness of this policy on a regular basis. The Headteacher and English lead will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.

REVIEW OF POLICY

Governing Body	Published	Review Date	Author
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Sub Committee			
Learning and Teaching Committee		September 2019	Amandeep Tamber
Headteacher's Signature			
Chair of Governors Signature			