



ZETLAND  
PRIMARY  
SCHOOL

English  
Policy 2016

Policy confirmed by the Governing Body of Zetland Primary School on:

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

(Chair of Governors)

To be reviewed on: \_\_\_\_\_

## Overview

Achieving competence in English language is a vital part of the education of our pupils. All teachers play an important role in facilitating this.

The English curriculum aims to develop language skills in four different areas: reading, writing, speaking and listening. The school's aim is that each child should achieve the highest level of performance of which he or she is capable in every aspect of English. We aim to provide our pupils with a wide experience of literature throughout the Foundation Stage and Key Stages 1 and 2.

## Aims

- To provide a language rich environment that promotes a culture of communication, reading and writing;
- To develop in pupils a love of books that will not only support their learning across the curriculum, but also will enrich their lives;
- To value and use books as a basis for learning, pleasure, talk and play;
- To teach children the craft of writing, including handwriting, in order to develop in them the confidence and skills to write well for a range of purposes and audiences;
- To systematically teach spelling, handwriting, grammar and punctuation - to ensure accuracy within creativity;
- To foster in pupils, the confidence, desire and ability to express their views and opinions both orally and in writing;
- To raise the standards of communication, reading and writing so that every child makes good progress;
- To value and celebrate diversity in culture and language.

## Teaching and Learning

Within Zetland Primary School, we use the English Programme of Study as a basis for our planning within the subject and expect all teachers to follow this framework. English is taught on a daily basis from reception to Y6 and this is

supported and enhanced through other curriculum areas. We follow a Creative Curriculum and wherever possible English activities are linked to current topic and science work.

Teaching and learning usually takes place within a whole class setting: children's learning is in ability groups in their class, with differentiated tasks and support as appropriate, but will also include independent and partner work. Good practice in reading and writing is shared and modelled in whole class teaching. Teachers use a variety of interactive teaching methods to deliver the curriculum and achieve set learning objectives.

In the Foundation Stage, English forms the basis of one of the seven areas of learning: Communication, Language and Literacy. Emphasis is on teaching English through stories and non-fiction texts with strong topic links, child initiated learning through play (with some adult intervention), demonstration and use of language.

### Speaking and Listening

It is our intention to develop children's ability to speak with confidence, clarity and fluency in a variety of situations, for a variety of audiences and for a range of purposes and to develop their capacities to listen with attention and understanding.

Teachers model correct use of Standard English and accurate speech to improve grammar in children's writing.

### Reading

#### Shared Reading

Shared reading takes place within the English lesson; the teacher models the reading process to the whole class as an expert reader. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response from children and high levels of collaboration. The children join in, where appropriate with the reading of the text. The texts selected are quality texts that reflect the learning objectives. Each class has a

class story book, which the teacher reads to children over the course of a term/half term.

### Guided & Reciprocal Reading

Each child participates in a teacher/adult led guided reading session once a week. Children are grouped by ability. During a guided reading session, the children read and respond to a challenging text, with the teacher supporting. Each session has an assessment focus against which children's knowledge and understanding are assessed. Guided reading provides an opportunity for children to demonstrate what they have learned about reading and to develop further and extend their reading fluency, use of expression and comprehension skills. The guided reading session also includes other reading opportunities and activities for children not in the teacher focus group. Each week each child will have a pre-reading task, a guided reading session and a post reading task. They should also have one session where they are able to choose a suitable book of their own choice to read silently with sustained concentration.

### Individual Reading

Children have access to graded reading scheme books to support the development of their individual reading skills. Children start the reading scheme in Foundation Stage and continue until they become competent, independent readers. They can then choose from a wide variety of books from the KS2 library.

In FS and KS1 children take home reading scheme books. A home/school reading diary is used to record books read. Children are encouraged to read daily at home to an adult. The adult then signs the reading diary and adds a comment. In KS2 children are expected to continue home reading. Records of books read are kept by the class teacher.

Home reading is encouraged through meetings with Reception Class parents and through the awarding of reading awards in reward assemblies.

Reading is not restricted to the English lesson. Many opportunities are provided for children to practise and extend their reading in other subjects. Reading for pleasure and enjoyment is given a high priority and sufficient time is set aside for this.

Whenever possible, 1-1 extra reading is provided, especially to boost basic reading skills for children who are working below age related expectations. The school has a number of adult helpers, who are DBS checked, who come into school on a regular basis to hear children read and to talk about what they have read.

Reading recovery, Better Reading Partnership (BRP) and wave three materials are delivered by trained staff members to help identified pupils make accelerated progress and narrow the gap in their learning. These are done on a 1:1 basis.

### Writing

Our school has adopted Pie Corbett's Talk for Writing as a model to improve achievement in writing. Talk for Writing advocates that children imitate the key language needed for a particular genre orally, before reading and analysing it. Through fun activities they rehearse retelling the text, then through shared writing they are shown how to craft their writing in the same style. The approach includes imitation, innovation and independent application (invention) - a two to three-week process depending on the genre being taught.

### The Imitation Stage

The teacher establishes a creative context for each 'Talk for Writing' unit with a 'hook' to draw the children in. Teachers then introduce children to an exemplar text, supported visually by a text map. Actions are created to help the children recall the story or non-fiction piece and reinforce the specific language patterns. In this way, children hear the text, say it for themselves and enjoy it before actually seeing it written down.

Children interact with the text through drama activities and internalise the language patterns through sentence and word games based on the text. Once

they have internalised the language of the text, they are introduced to the written text and encouraged to identify the key writing ingredients and 'magpie' key words and phrases. Children will develop their understanding of the structure of the text with the use of the boxing-up technique and by analysing the key features.

### The Innovation Stage

Once the children have internalised the text, they are then ready to start innovating on the pattern of the text. Using an adaptation of the text, children orally rehearse what they want to say then create their own version.

During innovation, spelling, sentence games and drama activities continue to be incorporated so that children have a wealth of oral and written practice in the language features required to write.

The key activity in this stage is shared writing - which helps the children to create their own version by 'doing one together' first. This begins with the children boxing-up their innovated version of the exemplar text. Each stage of the writing process is modelled by the teacher.

Throughout this process key words and phrases and shared writing are displayed so when children begin to write they have models and examples to support them.

Children are encouraged to swap their work with a response partner to discuss their successes.

### The Invention Stage

In this stage, children move towards becoming independent writers. They write the same text type but choose the content. This stage still requires a 'hook', games to help children to internalise the language patterns and understand the text, boxing up and shared writing (driven by teacher assessment). Teachers guide children through the whole process which ends with rereading and polishing.

## Assessment

Throughout the process, teachers use formative assessment to plan the next step in their teaching (based on what the children need to know in order to improve). 'Assessment for learning' clearly involves the child in thinking about what has worked well and points them towards what needs to be done to move forward in their learning.

Once teachers have evidence from a few pieces of written work, they highlight the writing criteria achieved by each child on the individual writing assessment grid.

Teachers ensure the children's next steps for learning, identified from the writing assessment grids, form the basis of the exemplar text to be used in the next three week 'Talk for Writing' unit.

Range of fiction and non-fiction genres

The long term English plan outlines the fiction and non-fiction genres to be taught across the school. This will ensure progression and the opportunity for children to experience a breadth of genres.

## Grammar, Punctuation and Spelling

Grammar and punctuation are taught within the given context of each 'Talk for Writing' unit. Teachers plan a range of grammar and punctuation games and activities focusing on children's next steps for learning and based on the exemplar text or topic.

## Writing across the Curriculum

Writing in other areas of the curriculum is a good way of seeing if children are applying the skills taught in English lessons to other areas. Where children complete an extended piece of writing in a Topic book it should have clear success criteria.

Handwriting

Foundation stage work on basic letter formation using 'flicks' initially, which leads children onto practising basic joins.

Y1 recap basic letter formation and learn new graphemes as joined letters.

R to Y6 at Zetland Primary follow the Penpals Handwriting Scheme which promotes clearly joined handwriting. Teachers expect high quality presentation in written work.

### Spelling and Phonics

Foundation Stage to Y2 follow Letters and Sounds programme for spelling which is directly linked with phonics. The teaching of phonics is key to children developing their reading. From Y1 to Y6 teachers send weekly spellings home from the Schonell programme, linked to the new English Programme of Study, to ensure full coverage of spelling patterns and tricky words.

Children in Year 1 are required to undertake a national phonics assessment in the Summer Term.

### SEN

English lessons, tasks and materials are differentiated by the class teacher to meet the needs of individual children. A number of intervention strategies are used to develop children's specific learning needs in English. These include many programmes designed to support classroom learning, as well as specific programmes such as Lexia designed to meet children's specific difficulties for example spelling.

### Gifted and Talented

All children are provided with challenge to enable them to make their own personal progress. The class teacher will also aim to identify those children who may be gifted in English and provide them with appropriate learning opportunities.

Reviewed September 2016



