



Mountbatten Primary School

English Policy

| Reviewed By | Approved By | Date of Approval | Version Approved |
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| Louise Pitts | Governing Body | 27.2.20 | |
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AIMS

At Mountbatten Primary School we strive to ensure that the English curriculum enables pupils to make good or better progress in all areas of English, and develops children's abilities to listen, speak, read and write for a wide range of purposes, using language to learn and communicate ideas, views and feelings. We aim to give pupils the means to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts.

The aims of the English curriculum are:

- To enable children to speak clearly and audibly in ways which take account of their listeners
- To encourage children to listen with concentration in order to be able to identify the main points of what they have heard
- To teach all children to read, starting with the teaching of systematic, synthetic phonics
- To develop confident, independent and enthusiastic readers
- To help children enjoy writing and recognise its value and enable them to write with accuracy and meaning in fiction, non-fiction and poetry

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Reading and Writing sections of Development Matters (2012).

In the Foundation Stage, children are given opportunities to:

- speak, listen and represent ideas in their activities.
- use communication, language and literacy in every part of the curriculum.
- become immersed in an environment rich in print and possibilities for communication.

At Key Stage One, children learn to:

- develop confidence when speaking and listening.
- read and write with increased independence and enthusiasm.
- use language to explore experiences and imagination.

At Key Stage Two, children learn to:

- change the way they speak and write to suit different situations, purposes and audiences.
- read a wide range of texts and respond to the different layers of meaning within them.
- explore the structure and use of language.



ENGLISH PROVISION ACROSS THE SCHOOL

EYFS

In EYFS children are taught phonics daily in both FS1 and FS2, and are grouped according to their phonics phase. Children have opportunities to develop their communication, language and literacy skills on a daily basis in child initiated and adult led activities; and through the discussions between pupils and adults. Pupils access books from significant authors and well-known texts through shared reading at story time. In FS2, pupils begin learning to read at the start of the Autumn Term using phonically decodable texts, linked to their learning in Phonics.

Key Stage 1

In Key Stage 1 pupils are taught phonics lessons daily and are taught in groups dependent on the phase they are working at. Once pupils have achieved Phase 5 they will begin the Read, Write Inc Spelling programme. Pupils take part in daily English lessons with real texts used as a stimulus to write for a range of purposes, and their skills are developed across the curriculum. They also take part in daily guided reading sessions and have regular story times to develop their love of reading. Handwriting lessons take place three times a week.

Provision is made for those pupils who require extra support through differentiated class teaching, targeted teaching groups, guided work, trigger interventions and planned interventions.

Key Stage 2

In Key Stage 2 pupils have daily English lessons. Spelling and grammar skills are taught discretely, and are then expected to be embedded within independent writing during English lessons. Real texts are used as a stimulus in English lessons and pupils are given the opportunity to write for a range of purposes, including writing across the curriculum. Pupils also take part in daily whole class guided reading sessions, daily reading aloud of a class novel and handwriting lessons three times a week.

Provision is made for those pupils who require extra support through differentiated class teaching, targeted teaching groups, guided work, trigger interventions and planned interventions. Pupils with identified gaps in their Phonics knowledge, take part in small group interventions to close gaps; while some pupils continue to take part in book banded guided reading interventions to continue to develop fluency and comprehension skills.

APPROACHES TO SPEAKING AND LISTENING

Developing strong speaking and listening skills is fundamental to pupils' development across the whole curriculum. Pupils are encouraged to develop effective



communication skills in readiness for later life through discussions, debates, drama and role play; and these permeate the whole curriculum.

A pupil's spoken language reflects the local culture and heritage of the individual and is therefore crucial to his or her identity and should be valued and built upon. However, pupils are also entitled to gain knowledge, competence and confidence in the use of Standard English, thus empowering them to use whichever is most appropriate to purpose, audience and situation. Teachers and support staff model the use of Standard English across the school.

APPROACHES TO READING

Phonics

Every child in EYFS and KS1 takes part in daily phonics lessons following the systematic, synthetic approach of the Letters and Sounds programme. Pupils are taught in groups dependent on the phonics phase they are working in. Pupils develop the skills to decode efficiently when reading. Once a child achieves phase 5, they begin the Read, Write Inc Spelling programme.

Early Reading

In FS2, pupils begin learning to read at the start of the Autumn Term using phonically decodable texts, linked to their learning in Phonics. Their 1:1 Early Reading sessions include recap of previous learning in Phonics and the opportunity to apply this knowledge to reading of phonically decodable words. The skills to segment and blend are modelled for pupils to use.

Guided Reading

All children in Years 1-6 take part in a daily Guided Reading session with a teacher or teaching assistant.

In Key Stage 1, every Guided Reading session is planned to include three questions (looking, clue and thinking); based on a book banded text at their reading level. Children complete a pre-task and a follow-up task in response to what has been read. Other activities taking place in a guided reading cycle include reading for enjoyment, inference activities, and practice of phonics. Children have reading Guided Reading books in which to record these activities. In Key Stage 1, half termly whole class reading weeks are an opportunity to develop inference through the use of either an engaging and stimulating picture book text, a non-fiction text or a poem.

In Key Stage 2 pupils use a whole class text during guided reading sessions. A five day cycle is followed with opportunities to: read aloud/think aloud, develop knowledge



of vocabulary, gather evidence to answer a question, answer a PEE question and answer a wider range of looking, clue and thinking questions. Teachers model reading strategies and provide WAGOLLS to support the gathering of evidence and developing longer responses to questions.

Home Reading

From the start of FS2 and throughout Key Stage 1, all children are provided with a phonically decodable reading book (or cards linked to the current learning) to use for practising phonics and reading at home. In FS2, pupils also take home books to share; and in KS1 pupils take home a book banded book to enjoy. In KS2, pupils take home book banded texts until they become a free reader. Parents are asked to record home reading in the Reading Record book which goes between home and school. The books used as both home readers are organised according to Phonic phase and sound; and using the Book Bands system to ensure children have reading material with appropriate challenge.

Other reading opportunities

The school has well-stocked libraries in both the KS1 and KS2 buildings, which are used by staff to support learning across the curriculum. Pupils are encouraged to use the library and regularly change their books

Teachers read aloud to the class at the end of every day, and match the children's interests, age and class topic to ensure a wide range of books are read throughout the year. Reading aloud should be used by the teacher to encourage the children's own reading interest, and to model reading with intonation and expression.

Each classroom has a reading area that is inviting and is themed to engage the pupils when using it.

All pupils in KS1 are heard read 1:1 by an adult at least once a week outside of the guided reading sessions. In KS2 those pupils working below the lime book band are targeted to be heard 1:1 on a regular basis.

Pupils in FS1 and FS2 have access to the Bedtime Reading books. They are encouraged to choose a book and a teddy bear with their parents to take home, read and enjoy. Once they have completed a book, they are able to return it and choose another one.

APPROACHES TO WRITING

At Mountbatten Primary School we aim to develop all children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the



interest of the reader. Attention is paid to the grammar, punctuation and spelling expectations for each year group according to The National Curriculum (2014).

Real texts are used as a stimulus for writing in English, and every unit of English work leads into an opportunity for the pupils to independently write an extended written outcome with a specific and defined purpose. Pupils are also given the opportunity to write across the curriculum to further develop and embed their writing skills.

Following the teaching sequence for writing, children are guided through the writing process starting with looking at a WAGOLL (what a good one looks like) of the focus genre and identifying the features specific to that genre. They then begin to capture ideas for their own writing, identifying the audience and purpose for their writing as a starting point. Pupils then learn any specific grammar and punctuation for the focus genre. Short-burst, shared and modelled writing is used as the next step in the writing process, before independent writing by all pupils. Proof-reading, editing and improving is the final state of the writing process.

GPS

In KS2 grammar and punctuation sessions take place discreetly for 15 minutes every day. The skills taught in these discreet sessions are then embedded during English lessons. In KS1 grammar and punctuation skills are taught as a part of daily English lessons.

Each teacher is aware of the grammar and punctuation expectations for their year group, as outlined in The National Curriculum (2014), and those from previous groups. The correct terminology is modelled by teachers and examples provided to enable the pupils to develop their understanding of the grammar and punctuation expectations for their year group.

Spelling

In EYFS and KS1, the daily phonics session is the key to pupils developing their knowledge of spelling. This is taught following the Letters and Sound programme. Pupils are taught to blend sounds to read and segment to spell. At the same time, they learn words which are not phonically regular (tricky words).

Handwriting

Pupils across the school are taught handwriting at least three times a week, using the Martin Harvey handwriting scheme. This use of a structured programme enables all pupils to use the correct formation and orientation of letters; develops consistency in size and spacing; enables pupils to move from printing of letters to joining up. Our ultimate goal is for pupils to achieve a fast, flowing, legible style of writing.



THE LEARNING ENVIRONMENT

Each classroom has an English working wall, which reflects the current text and the current genre being taught. These and other displays in the classroom are used as learning tools by the pupils and the skills, vocabulary and knowledge shown are transferable between different areas of the curriculum.

Throughout the school, teachers should be using some or all of the following, as appropriate to the needs of their class:

- English working wall
- Key vocabulary according to current unit being taught
- Descriptions of text types and examples
- Access to dictionaries and thesaurus'
- Grammar and Punctuation appropriate to year group
- Common exception words
- Spelling rules and patterns and examples of these
- Range of vocabulary to support writing
- Phonics display and phonics working wall
- Reading strategies
- Handwriting examples
- Alphabet

CROSS-CURRICULAR ENGLISH OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links and this will be considered at the long-term and medium-term planning stage. The theme for a half term's work may reflect the topic being studied by the class at the time. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

ASSESSMENT AND TARGET SETTING

Work is assessed in line with the Assessment Policy. On-going Assessment for Learning is happening at all points in English through the use of live marking, and through the more detailed marking of independent writing as outlined in the Marking and Feedback Policy. All children in Key Stage 1 and 2 have end of year expectation assessment sheets in the front of their Guided Reading books and English books. These targets are monitored during the marking process and are ticked off and dated, when a teacher has evidence the child has achieved it.

Phonics assessments take place half termly for pupils in FS2 and Key Stage 1. Those pupils in Key Stage 2 identified as having gaps in Phonics knowledge are also



assessed half termly. Reading benchmarking takes place termly in Key Stage 1 and for those pupils working below lime book band level in Key Stage 2. The information from this is used to inform Guided Reading groups in Key Stage 1; and home reading book bands in both Key Stage 1 and 2.

PIRA standardised testing of Reading takes places for all pupils in Years 1 to 6 termly.

ROLE OF SUBJECT LEADER

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating English provision across the school to include: lesson observations, book scrutiny, learning walks, pupil interviews
- Pupil progress meetings
- Analysis of data
- Curriculum coverage
- Leading moderation of work
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Leading CPD
- Regular meetings with other English co-ordinators
- Purchasing and organising resources
- Keeping up to date with recent English developments and disseminating to staff

This policy will be reviewed every two years.

