



ENGLISH POLICY

'If reading is breathing in, then writing is breathing out'

RATIONALE

All staff at Norwood have a strong commitment to helping every child succeed, whatever their background or abilities. We aim for all children to become confident, critical readers and writers, who each have the capacity to express themselves through a variety of different literary activities.

Here at Norwood Primary School, English is taught as a core curriculum subject with every child from Reception upwards receiving a daily lesson of approximately one hour, plus discreet daily phonics sessions in EYFS and KS1 and Spelling/Grammar sessions in KS2. However, we recognise that in order to develop reading, writing and speaking & listening skills effectively, children must be given a wide range of contexts in which to practice and consolidate their skills and understanding.

Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

DfE 2013 National Curriculum (Language and Literacy section)

Intent

At Norwood Primary School, English and the teaching of English is the foundation of our curriculum. Our main aim is to ensure every single child becomes primary literate and progresses to the best of their ability in the areas of reading, writing, speaking and listening by the time they leave our school in Year 6.

Staff at Norwood feel it is essential to highlight and be aware of the differing groups of learners and vulnerable children in their class. Once this information is acquired, teachers can plan and teach personalised English lessons which focus on the particular needs of each child. We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can celebrate success.

English at Norwood will not only be a daily discrete lesson, but is at the cornerstone of the entire curriculum. It is embedded within all our lessons and we will strive for a high level of English for all. Through using high-quality texts, immersing children in vocabulary rich learning environments and ensuring new curriculum expectations and the progression of skills are met, the children at Norwood will be exposed to a language heavy, creative and continuous English curriculum which will not only enable them to become primary literate but will also develop a love of reading, creative writing and purposeful speaking and listening.

At Norwood, our vision is for creativity to be at the helm of our English curriculum and for children to learn new skills in a fun and engaging way.

At Norwood Primary School we intend to develop in our children:

- A positive attitude towards all aspects of English, including spoken language.
- A passion for the English language in all classes.
- The confidence to work with growing independence in the different areas of English.
- The competence to produce a high standard of work, with our children meeting age related expectations or above.
- An awareness of audience.
- A fluent handwriting style containing correct joins and letter formation by the end of KS2.
- A good grasp of phonics, spelling, vocabulary, grammar and punctuation.
- The ability to apply these skills to sustained pieces of writing.

Implementation

We hope to achieve this by:

- Prioritising reading, writing and speaking and listening at every opportunity.
- Providing stimulating environments in which all aspects of literacy can thrive.
- Developing trusting relationships in the classroom, involving good use of peer and self-assessment, so that pupils feel confident to express themselves without fear of embarrassment or criticism.
- Following a text-based learning approach within English lessons, linking texts to topics where suitable.
- Motivating children through exciting topics which they help to plan and drive forward.
- Making lessons highly interactive and productive, so children have time to **do**, **evaluate** and **improve**.
- Making sure that learning is personalised as much as possible to meet the needs of individual children.
- Teaching using Letter and Sounds Phonics approach. KS2 to follow the Babcock Spelling Framework to teach 3x spelling sessions per week.
- Cursive Handwriting scheme from KS1 to include flicks for joining letters, then cursive writing from Year 2.
- Giving the children the opportunity to read for pleasure through the use of our library nooks.
- Providing opportunities throughout the school year to promote reading and writing

Planning

Planning will ensure that, in addition to the requirements of the National Curriculum, there are frequent and regular opportunities to enhance learning through cross-curricular teaching, extra-curricular activities, homework, planned enrichment and extension work. Planning will be completed on a long-term and medium-term basis and ensure coverage of a range of genres, as well as key objectives for grammar, spelling and spoken language. Planning will link in opportunities for studying a rich breadth of key texts, including fiction, non-fiction and poetry.

Long-term planning will consist of an overview of genres to be taught throughout the year. Termly planning will be presented using our school's planning format. The planning will show the key text that will be used to underpin each genre. Phase One will immerse the children in the text through a range of reading and spoken language opportunities. Phase Two allows the children to explore the grammar specific to that type of text and writing outcome. During Phase Three, the children apply the skills taught to a writing outcome before editing and improving their writing in Phase Four. Other opportunities for writing are planned throughout the phases.

RECEPTION

In Reception English is taught across two areas of learning; Communication and Language (prime area) and Literacy (specific area). Within Communication and Language, there are 2 aspects; Listening and Attention and Understanding and Speaking. Within Literacy there are 3 aspects; Comprehension, Word Reading and Writing. At the beginning of the year we need to focus on the prime areas of learning so Communication and Language activities are planned through our topics. As the children progress through the terms we quickly move on to the Literacy skills of Reading and Writing. Every week the children complete three guided reading activities, a guided writing activity, daily phonics lessons, as well as a range of independent and child-led reading, writing and phonics activities.

Through the year our timetable changes to ensure that by the end of the year it mirrors the timetable in year 1 as much as possible. Therefore, every day we deliver a phonics session, which includes handwriting (30 mins) Literacy sessions are taught four times a week. The timetable changes are dependent upon the cohort for that particular year. Some cohorts are ready for a more formal timetable earlier in the year, than others. The aim for our English teaching is to ensure that the children can achieve the Early Learning Goals (ELG's) for Communication and Language, and for Literacy. Their progress towards these ELG's are tracked and monitored throughout the year.

ASSESSMENT AND RECORDING

Pupils' progress is assessed and monitored during the year through normal teacher marking, planning and observation. Pupils' English work is marked by the teacher in line with the School's Marking policy. Furthermore, parents are informed of their child's progress at twice a year parents' evenings and via the pupil progress target sheets, which are sent home each half term.

Children's progress in writing is also tracked through the half termly writing assessment piece. Once a term, all children will produce a piece of writing based around the same prompt. This might be in the form of a picture, short video, a short book or text, or a different writing stimulus. Children's English targets will be visible on their target cards in the back of their books and dated when achieved. The end of Key Stage checklists is used to assess the half termly written assessment piece in Year 2 and Year 6 and the KLIPS assessment grids for Years 1,3,4 and 5.

TIME ALLOCATION

The National Curriculum states teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

Children will be taught English as a discrete subject daily; however, English should form the basis of teaching across all subjects.

CROSS-CURRICULAR LINKS

English contributes significantly to the teaching of other curriculum areas in our school by actively promoting skills such as:-

- Opportunities for reading and writing, in all subject areas.
- The promotion of spoken language.
- Clear links made in topic planning.

Opportunities for writing across the curriculum should be planned for, so children can implement the skills taught in their English lessons. Marking of cross-curricular work should also indicate discrepancies within spelling and grammar and be corrected accordingly.

Monitoring and Review

This is done by the Standards and Curriculum Committee of the Governing Body and the policy will be reviewed at least every 3 years.