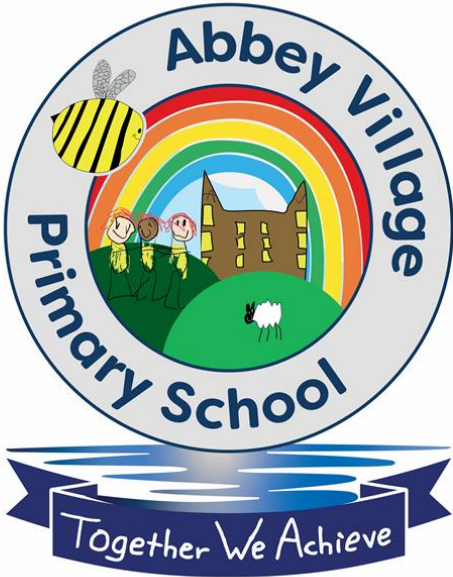


# Abbey Village primary School

## English Policy



## **Abbey Village Primary School**

### **English Policy**

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school. At Abbey Village Primary School we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and a constant through-out school life and beyond. It is part of the 'essential knowledge' (National Curriculum: p6) that is needed in society.

At Abbey Village, we recognise English has a pre-eminent place in education and the skills of language are essential to participating fully as a member of society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised (National Curriculum: p13)

We aim to develop pupils' abilities within an integrated programme of speaking and listening, reading and writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Abbey Village, we aim for a child to be able to:

- Read and write with ease, confidence, fluency and good understanding.
- Develop the habit of reading widely and often for both pleasure and information.
- Acquire an interest in words, their meanings and develop a growing vocabulary.
- Understand a range of text types and genres- being able to write in a variety of styles and forms appropriate to the situation.
- Develop the powers of imagination, inventiveness and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.

#### **Statutory requirements**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years Foundation Stage (2012).

#### **The teaching of reading**

At Abbey Village Primary school, we believe in making all our pupils 'readers'. We aim to ensure a broad and balanced mix of approaches to reading so that our pupils achieve not only the skills, but develop a confidence, interest and a life-long love of literature. For us, developing a reading culture throughout the school by creating welcoming book areas in classrooms, providing a well- resourced library, which children access regularly, is pivotal for the children's learning.

High priority is given to reading throughout the school. Children take home a reading book to read to their parent/carer. Parents are encouraged to read with their child and to make a comment in their child's home-school reading record on how their child read. Our upper KS2 children are also encouraged to record their reading within their reading records. These books are sometimes read in school with the class teacher or other members of staff, however, reading is taught via Guided Reading sessions and the reading phase in Literacy units.

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- Word reading
- Comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

### **Word Reading**

Children in Foundation Stage and KS1 follow the National programme: 'Letters and Sounds' and is supplemented by other programmes where appropriate. Phonics is taught explicitly in Foundation Stage and KS1 and, where necessary, in KS2. Letters and Sounds is a powerful teaching tool which ensures that young children will be well-placed to read and spell words with fluency and confidence by the time they reach the end of KS1. Phonics is taught each day for 20-25 minutes in a fun way but also with rigour and pace. Children are taught in ability groups, and progress through the phonic phases 1-6 at a pace appropriate to their ability. Termly assessments take place to establish the progress made and intervention is put into place where it is identified that a child is not making the expected progress throughout the phases.

All children at EYFS and KS1 read with an adult on a 1:1 basis at least twice a week and specified children in KS2 continue to read on a 1:1 basis with supporting adults weekly.

### **Comprehension**

1. Whole class reading that develops listening skills, a love of story and reading for pleasure.

This can be teacher-led, 'shared reading' where children read with the teacher and respond to questions, predictions and vocabulary choices as appropriate to the level of the children. It immerses children in the pattern of story and features of text types. In all year groups this happens on a daily basis in English sessions when introducing text and prior to writing. The teacher models as an expert reader and draws out the key elements of the content. Whole class reading can also take the form of listening to a story read aloud by the teacher.

2. Guided reading sessions in which children are grouped by ability and enjoy a wide range of reading books.

This method of teaching reading ensures children are taught a range of reading and comprehension skills which they practise at school and home. They focus on clear learning objectives (taken from the Lancashire KLIPS document) to develop key skills which can then be applied when reading independently. These are shared with the children within the sessions.

### 3. Independent reading in school for purpose and for pleasure. (ERIS)

This is supported by class and school libraries. Children are encouraged in all subjects to be inquisitive and gain as much knowledge as they can about topics through the use of books in the library or information from the internet through cross curricular learning. Independent reading should also have a focus e.g. SPaG recap- finding synonyms for said etc...

### 4. Home reading.

Books are sent home with a reading record or log for communication with parents. All children take home a reading book matched to their stage of reading development. Books are changed at least once a week or whenever the child has completed their books, by teaching assistants or teachers where necessary. At Abbey Village we encourage all children from Year 2 onwards to be able to independently make this decision.

The books have a controlled vocabulary and therefore children are moved through the stages as they are able to read the key words. We provide a broad range of material in each stage so that the children are able to develop their depth of vocabulary as well as comprehension skills. We encourage children to exercise choice in their reading material because this is proven to boost interest and motivation in reading; however they may be encouraged to try new genres even when they are less preferred.

We encourage those who listen to their child read to ask questions about what the child has read e.g., make predictions; how does that character feel at that point? This will help develop their comprehension skills.

## **Approaches to Speaking and Listening**

In line with the National Curriculum, we believe that speaking and listening is fundamental to children's development and that confidence in this area is essential to be successful in all areas of English.

The main strands to speaking and listening are:

1. speaking;
2. listening and responding;
3. group discussion, interaction and debate;
4. drama and performance of poetry.

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers therefore ensure these oral skills are directly taught, modelled and sensitively encouraged in whole class and small group settings. Opportunities across the whole curriculum are planned for and developed. Children play an active part in presentations, group discussions, debates and drama activities which are planned for regularly by class teachers. Pupils are supported to develop a capacity to explain their understanding of books and other reading, and

to prepare their ideas before they write. They are assisted in making their thinking clear to themselves as well as to others and teachers ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. We follow the guidance and ideas from the key learning documents to support the teaching and learning of speaking and listening. There is progression in the skills taught. Key questions are planned into lessons to probe the children to further explain their understanding of concepts and their own ideas before the writing process begins.

## **Writing**

At Abbey Village, we believe that writing should be a creative yet a developmental process. All attempts of writing are valued and we recognise that all of our children have the potential to be successful writers. We provide our children with the opportunities to write for a varied purpose, to use writing as a means of developing and communicating ideas and develop the ability to write for an extended range of readers.

Teaching of writing comprises of objectives for each year group taken from the National Curriculum Programmes of Study. The Lancashire Key Skills for writing document is used to ensure the appropriate skills are taught across each year group. These key pieces of learning will support pupils in becoming effective and reflective independent writers.

The skills are organised into the following areas:

- Composition (articulating ideas and structuring them in speech and writing)
- Transcription (spelling and handwriting)

## **Shared writing**

Shared writing is modelled by the teacher as the 'expert' writer and contributions are made from the children. It is a teacher- led writing approach that children observe and contribute their ideas. Shared writing is not exclusive to the English sessions. The emphasis may be on the generation of ideas, grammatical awareness spelling and phonics composition or any other key strategies needed in writing. Not all of these can be modelled in one session, however the teacher leads the cumulative writing process.

## **Guided writing**

Guided writing takes place in small groups with a teaching focus using targets and writing already modelled. The main part of the session consists of the child writing with the adult intervening as appropriate.

## **Independent writing**

It is imperative that throughout school children children are given the opportunity to develop their confidence and practice their writing skills. All writing activities should have a purpose. Independent writing is supported through the use of dictionaries, 'magpie jar' word banks, success criteria checklists, writing frames.

Children are provided with time and opportunities to edit and improve their writing in light of teacher assessment. Reflection and 'fix it' time to develop their skills through editing and responding to feedback, both verbal and written will occur regularly and this will be evident in English across the school.

Each term, children's independent writing pieces will be marked and moderated with senior leaders Within school and through external moderation.

### **Spelling**

Children's phonological awareness and spelling strategies are assessed and inform teaching. Any children not reaching phase six by the time they reach year 3 have the opportunity to be part of a phonics group to continue their development. Dedicated time is allocated for the teaching and learning of spellings using the NoNonsense spelling programme. Children are encouraged to practise their spellings through investigation. NoNonsense spelling creates opportunities for children to learn spelling rules and strategies that consist of an excitement and creativity. Spelling logs along with dictionaries can be used to support children's spelling at the point of writing.

### **Cross curricular Literacy opportunities**

Teachers will seek to take advantage of opportunities to make cross curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. In order to ensure that writing skills are fully embedded, every opportunity to utilise their writing in cross curricular situation will be taken.

### **The use of ICT**

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate.

### **Equal opportunities**

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

### **Role of subject leader**

The Subject Leader should be responsible for improving the standards of teaching and learning in Literacy through:

Monitoring and evaluating Literacy:-

- Pupil progress
- Provision of literacy (including Intervention and Support programmes)
- The quality of the Learning Environment
- Taking the lead in policy development
- Acting and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent developments in English and Literacy

### **Parent involvement**

At Abbey Village, we thrive to promote a positive relationship with parents to ensure our children are provided with as many learning experiences as possible.

We ask parents read regularly with their children, help them to complete homework activities relating to English skills to a high standard, practise key skills with their children and provide a range of supportive opportunities to develop skills they have been learning in school.

To support this, we provide opportunities for parents to take part in parent workshops which aim to develop their own knowledge of the skills their children are learning at school and to provide them with strategies and skills to support these further at home.

The English subject leader is:



Miss Rachel Hopkins

Policy written by: Rachel Hopkins  
Presented to governors: July 2020  
Policy to be reviewed: July 2023