

ENGLISH POLICY

Intent Statement

At Cheddington, it is our intention that all pupils understand the value of English, both now and in the future. We strive to teach all children the skills of reading, writing, speaking and listening which they will apply in their lives. We believe that providing a well-rounded learning experience will develop our pupils into passionate and enthusiastic learners. We want all our children to be confident in basic language skills so that throughout their education and beyond they have the confidence to communicate creatively and collaboratively, and to express their feelings and opinions through verbal, written and technological forms of communication. We aim to provide all children with rich, memorable and varied learning opportunities, from which they can confidently transfer their skills to other areas of the curriculum.

The study of English is essential, as by writing and speaking fluently it allows children to communicate their emotions and ideas to others. Therefore, all children are encouraged to enjoy English and become more enthusiastic about all aspects of the subject by developing their skills, knowledge and understanding through practical experiences which have relevance and purpose in everyday situations. It is important that children develop and celebrate the skills of literacy to become lifelong learners and support them as they continue to grow and develop. We believe that the learning and development of English is one of the most fundamental skills any child can learn, and ultimately supports their growth in all areas of their study and enables them to become functioning members of society.

The study of English is split into these key areas: Reading, Writing, Speaking and Listening, Spelling and Grammar, and Handwriting. These areas overlap and each area supports the others.

The subject of English supports the school's core values:

- Teamwork: through collaborative tasks, peer assessment during and after tasks and paired or group reading activities, for example.
- Respect: through effective speaking and listening skills children can improve their social skills, allowing others to express their viewpoint and offer a thoughtful, respectful response, even to differing views.
- Patience: Through the gradual nature of building up their skill set and the task of trying to absorb new vocabulary on a regular basis, children will grow to understand that learning is a long-term process that they need to allow time for themselves to process.
- Determination: Children will suffer setbacks along the way, often with the challenge of bringing together so many different skills to produce a good finished piece of work. Determination to overcome these setbacks is essential for them to be successful learners.
- Passion: Children will hopefully develop a passion for language – this could be in the form of a love of reading, a love of learning new words and using them in conversation, a love of reciting poetry and participating in drama, there are so many areas in which the study of English can help children discover and maintain a passion.

READING

Reading is a key life-skill which enables children to develop culturally, emotionally, intellectually, socially and spiritually. In order to engender this, we aim to:

- teach phonic skills and applications when decoding unknown words, and other appropriate skills to support their reading and development.
- treat each child as an individual, recognising and building on his/her language experience.
- provide a meaningful and stimulating reading environment which relates to the real world; provide opportunities to explore a rich variety of texts which are both multi-cultural and non-gender-stereotyped and include: fiction and non-fiction, children's own writing, stories, plays, and poems to be read aloud.
- teach reading through a well-structured reading scheme; provide appropriate reading material to extend children's reading skills and knowledge and to develop fluency.
- promote reading for pleasure by encouraging an element of choice within the reading materials provided, in order that children should begin to form opinions about their reading and an appreciation of our literary heritage.

- encourage children to use reading as a model for writing, i.e. discuss structure, form, style, vocabulary choices, etc.
- teach children reference skills and how to apply those skills; develop their ability to read and research information from books and ICT resources.
- promote informed liaison between home and school, encouraging parents to share in their child's reading development.

Reading will be taught in a variety of ways including phonic skills, whole class shared and modelled reading, group/guided reading, and individual reading. In our teaching:

- We provide good models of reading aloud to children.
- We make stories, poems and non-fiction texts enjoyable and encourage active listening.
- We have conversations with children about books and encourage them to make critical judgements about the texts they read.
- We listen to children read and keep group and individual records of progress.
- We offer opportunities for children to read aloud to a range of audiences, and celebrate each child's achievement as a reader.
- We actively teach a range of cueing strategies, with particular reference to synthetic phonics, in support of reading development.

Parental Involvement:

- We encourage parental involvement with children's reading development by using a Home-School communication book.
- Parents are encouraged to work in school on a volunteer basis and have been trained in delivering a good quality, positive reading experience.

WRITING

Writing is a developmental process, and what the child is able to do at each stage will be highly valued and praised. Children will be taught to write in order to be able to communicate meaning to a wide range of audiences, matching the style of their writing to the needs of their audience, the context and purpose of their writing. They need to be able to structure their writing so that it is clear and coherent, and to understand that correct spelling, punctuation and grammar help to make the meaning of their writing clear to the reader. They will be taught to use as wide a vocabulary as possible so that they are able to express their ideas and engage the interest of the reader. We recognise that a child's ability to communicate in writing affects performance in many areas of the curriculum.

- Children will be given opportunities to write in a variety of forms and for a range of audiences, including themselves, being given meaningful purposes for writing.
- Children will be encouraged to write independently from Year R.
- Children will be helped to understand why it is sometimes necessary to plan and draft writing, and to revise and evaluate it so that it is fit for purpose.
- Children will be taught to use spelling and punctuation correctly in order to make meaning clear.
- Writing activities across the curriculum provide real purposes and audiences for a range of types of writing.
- Children will be encouraged to 'have a go' and all attempts will be valued. Children will, where appropriate, be helped by an adult to compose at greater length than they could manage alone. Collaborative writing will be encouraged, sometimes in mixed ability groups.

HANDWRITING

Handwriting is a taught fine motor skill and almost all children should be able to achieve a legible, attractive style of handwriting. The standard of the handwriting and presentation is part of the assessment of the content of a child's writing. Therefore, our school places emphasis on the teaching of an appropriate handwriting style.

A child's ability to write comfortably and legibly affects performance in many areas of the curriculum and has an effect on their self-esteem. Children are therefore helped to develop an appropriate handwriting style with which they are comfortable.

The development of gross and fine motor skills will be given particular emphasis in Reception. Children will develop pre-writing skills through emphasis on pattern work using a range of tools and working with different media. From the earliest stages, emphasis will be placed on helping children to hold their pencils with a correct grip and on developing correct posture. Writing will be encouraged in the context of structured play with children having opportunities to 'write' in the role play area.

As the children move up through the school joined handwriting script will be taught and practised as part of other subjects, for example asking the children to write a learning intention or date in their neatest script.

SPEAKING AND LISTENING

Speaking and listening are essential life skills and support the cognitive, social and linguistic development of the children. Our meaningful, stimulating and challenging curriculum enables children to develop their ability to listen effectively, and communicate clearly and accurately through speech. Speaking and listening is a vital part of the learning process and the appropriate skills will be taught and put into practice in all curriculum areas.

We provide opportunities for the children to develop important collaborative skills including turn taking, willingness to listen to others, the ability to negotiate and compromise, and to discuss and debate. They experience a wide and rich range of language as part of their learning, and we encourage them to become confident and competent in spoken language and listening skills.

SPELLING AND GRAMMAR

Spelling is a developmental process: from pre-communicative, pre-phonetic, phonetic, transitional and finally to 'correct'. An understanding of the developmental spelling stage of each child aids teachers in their teaching, and all children's best attempts at spelling will be valued and built upon. Spelling is an important aspect of writing but it does not dominate the marking and assessment. The content of children's writing will be valued despite the 'secretarial' skills of spelling and handwriting.

Spelling is a visual-motor skill; therefore, children need to develop visual strategies in order to spell correctly - phonic knowledge alone will be inadequate. Children will be encouraged to look carefully at words, helped to understand how the English spelling system works, and how our history has influenced our spelling. Children need to develop as confident, competent spellers because the ability to spell most words is a key life skill; it enhances their self-esteem and improves performance in other areas of the curriculum.

Similarly, the correct use of English grammar will be developed over time as it gives a conscious control and choice to their use of language. Although concepts will be identified and discussed in isolation, the majority of the teaching will be through integrated learning and the refining of work.

In Key Stage 1, children develop their spelling in parallel with their reading through the use of synthetic phonics. This will be taught in mixed age groups, split according to their phonic knowledge, and will be regularly reinforced by good practice in classrooms. All children will follow the National Curriculum Spelling programme to develop their skills.

We want the children to develop as confident users of language so they will be encouraged to write independently from Early Years, attempting as much of a word as they can manage and using grammar which mirrors their spoken ability. Children will be actively discouraged from becoming dependent on the teacher for the spelling of words. They will be taught to use dictionaries, word banks and spell-checkers on the computer to gain access to correct spellings of words. Children will be taught to look for common letter strings and patterns in words. Spelling games will encourage children to look closely at words. Where possible, children will be encouraged to identify their own spelling errors. Grammar will be corrected as appropriate and developed through re-drafting and revision.

ASSESSMENT

Pupils' progress is assessed regularly by the teachers against the milestones for that year group. These state key learning points for each year group in each subject, and indicate the milestones which demonstrate age related expectations.

Pupils in Y1 to Y6 also complete termly formal assessments in reading comprehension; grammar, punctuation and spelling. The pupils' attainment and progress are used to aid the teachers in identifying additional learning programmes which may be needed.

Through the use of our formal assessments for reading, spelling, punctuation and grammar and the analysis of data from those results, the school will monitor each child's progress as well as the progress of different groups of children, as well as identifying any gaps in the children's knowledge or skills that will inform future planning.

TIME ENTITLEMENT

English has approximately 6 hours 25 minutes allocated per week. Early Years continue provision in their setting.

ROLE OF THE SUBJECT MANAGER

The subject manager will be an advocate for the subject, identifying clear targets and success criteria for its development in line with changes to the curriculum. They will monitor progress within the subject - analysing data, conducting learning walks and undertaking sessions on Evaluation, Monitoring and Understanding. The English Manager will also meet with the link governor regularly using the scheduled paperwork and attend Governor Curriculum Committee meetings as required. They will maintain current resources to provide for the successful delivery of the subject across the school, and raise requests for new resources where budgets permit. The English Manager will keep up to date with developments in the subject area to support and advise colleagues to enable best practice. In addition, they will lead staff meetings as required.

SAFEGUARDING

The skills of speaking, listening and writing teach children that there are a number of ways to communicate. This will help them to share any concerns, issues or anxieties they have, whether they choose to say it aloud, write it down or use some other way, such as typing their thoughts for adults to use to help record and resolve their issues. The use of reading for accessing safety signs and instructions for things in their everyday lives will help them avoid physical injury, use appliances safely and be aware of hazards around them. Reading, comprehension and speaking and listening skills will also help children understand other religions and cultures in RE, and the complex issues that may arise in the PHSE curriculum.

Policy reviewed: Autumn 2022

Date of next review: Autumn 2026

Sequence through a whole class reading lesson at Chedoke Combined School

Part A

Initial ideas about text

Understand

Introduce the text

- Predict, question and make connections about the text.
- What text type is it? What is the layout like?
- Vocabulary
- Discuss tier two vocabulary. Define and link to the text.
- Children to verbally put them in a different context.

Part B

Reading aloud

Prosody

Teacher reads the text to the class to model fluency and expression.

Echo reading (my turn, your turn)

Choral reading (whole class together reading the same section)

Mixed ability pairs, take it in turn to read out loud

Part C

Comprehension Skills

Domain focus

Domain focus

Discuss the skills that children will be using in that lesson.

Teach Models answering the focus skill.

Expose children to a range of questioning styles

- Matching using lines
- Tick boxes
- Ordering sentences
- Answer questions using evidence from the text
- True or False
- Finding word meaning

Part D

Extend understanding

Select an activity that links SPaG and general reading based on the domain focus.

Documents:

KS1 Reading Activities

KS2 Reading Activities

Share with the class the specific skills they will be developing.

Choose a text which links to their learning and experience.

Discuss the answers from the text and share opinions.

Writing Sequence at Cheddington Combined School

Lesson 1

Text deconstruction

Understand

- Examine the presentational and language features of the model text.
- Comparative text (KS2)
- What are the similarities and differences between the two texts?

Lesson 2

Contextualised construction

Build it up

- Teach text-type specific features.
- Teach contextualised punctuation and grammar objectives.
- Link spelling knowledge (year group specific)

Plan using IPEELL planning sheet.

Lesson 3-5

Reconstruction

Create

- Model and scaffold during shared writing.
- Opportunity to apply skills independently.
- Collaborative editing.

Shared write

Independent write

Edit their writing

Final lesson

Assess and Feedback

What did we do well?

- Children assess their writing against the IPEELL mark scheme.
- Teacher assess their writing against the IPEELL mark

Redraft, for a purpose (display or to be sent) to someone.

A memorable experience
A video clip, a book, a picture, cross-curricular link, a school trip