


Meriden Church of England Primary School



English Policy

Approved by Full Governing Body	May 2022		
Signature of Chair		Date	9.5.2022
Review Cycle	Three Years	Review Date	May 2025

1. Policy Statement and Rationale

This policy reflects Meriden Primary School's aims and objectives in relation to the teaching and learning of English. It sets out a broad framework within which teaching staff can operate and outlines principles of planning, teaching and assessment. This policy is a reflection of our commitment to deliver excellence in teaching and to act in accordance with, or to exceed, statutory requirements. It should be read in conjunction with the 2014 National Curriculum and the Early Years Foundation Stage Framework, which set out the rationale for teaching each area of the English curriculum and specify the skills to be developed by the majority of pupils in each year group. The Government's Letters and Sounds programme should also be read in conjunction with references to the teaching of phonics. Specific skills, including spelling, handwriting and reading schemes are otherwise defined and explained under discrete sections as appropriate.

At Meriden, we are concerned with the development of the whole child; the ability to communicate effectively leads to self-confidence and a healthy self-esteem and it is in this context that this policy is set. Our aim is that all pupils leave us with an ability to express themselves correctly and appropriately, in spoken and written language, and to read accurately, with understanding and with enjoyment. In order to develop in these areas, pupils are taught to:

- Learn to use spoken and written language confidently, allowing a variety of interpretations and outcomes without fear of destructive criticism
- Use a range of activities and contexts for spoken and written language to entertain, reason, persuade, argue, explain, instruct and describe, including opportunities for interactive learning and for the use of language in relevant, real life contexts
- Develop language skills in and through ALL curriculum subjects
- Become keen readers across a wide range of texts
- Make articulate, perceptive and informed comments about a variety of texts, including media and moving image texts
- Recognise that writers manipulate language and form according to purpose and audience
- Use materials which reflect cultural and social diversity and which provide positive images of race, gender and disability, free from discrimination and stereotyping

A variety of teaching and learning styles are adopted to ensure that all children are included and valued and in accordance with requirements of the 2014 curriculum.

1. Teaching and Learning Overview

English is at the heart of the curriculum with all areas involving some aspects of English speaking, listening, reading or writing.

2.1 Early Years Foundation Stage

By the end of Foundation Stage, most children should be able to:

- Listen attentively in a range of situations
- Listen to stories, anticipate events and respond with relevant questions, comments or actions
- Give attention to what others say and respond appropriately
- Follow instructions involving several ideas or actions
- Answer how or why questions about their experiences and in response to stories or events
- Express themselves effectively, showing awareness of the listener's needs
- Use past, present and future forms when talking about events
- Develop their own narrative and explanations by connecting ideas or events

In reading and writing (using Floppy Phonics scheme), most should be able to:

- Read and understand simple sentences
- Use phonic knowledge to decode regular words and read them aloud accurately
- Read some common irregular words
- Demonstrate understanding when talking with others about what they have read
- Use phonic knowledge to write words in ways which match their spoken sounds
- Write some irregular common words
- Write simple sentences which can be read by themselves and others
- Spell some words correctly and others in a phonetically plausible way

2.2 Key Stages 1 and 2

The English programme of study, as detailed in the National Curriculum 2014, is based on the following 4 areas of teaching and learning:

1. Spoken language
2. Reading
 - I. *Word reading/decoding*
 - II. *Comprehension*
3. Writing
 - I. *Transcription*
 - II. *Handwriting and presentation*
 - III. *Composition*
4. Spelling, grammar and punctuation

By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in each area.

3 Spoken Language

Pupils should:

- Be taught to speak confidently, clearly and audibly in a range of contexts
- Learn to adapt spoken language, varying use and register according to purpose and audience
- Learn to listen with concentration in real contexts
- Learn to take part in discussions, negotiations, debates and presentations, justifying opinions and evaluating and building on others' ideas

- Speculate, hypothesise and explore ideas asking questions to check understanding
- Develop vocabulary and build knowledge selecting the appropriate register for effective communication
- Give well-structures descriptions and explanations
- Participate in performance, in both drama and poetry.

Outside English lessons, the school provides a variety of forums in which to practice these skills. These include School Council meetings, child led worship assemblies, public performances and plays, opportunities to participate in local or national initiatives and competitions as they arise.

4 Reading (SEE APPENDIX 1)

Teachers should understand the skills and strategies needed to enable pupils to read accurately for meaning and pleasure, using methods and strategies such as shared or group reading and systematic, synthetic phonics teaching. Reading for information and other purposes should be reinforced in all subjects.

At Meriden, we believe that reading is central to all learning. We seek to foster in our children a genuine love of literature and a desire to read for pleasure, educating them to be discriminating and critical readers.

Our aim is that children:

- Gain enthusiasm and enjoyment from the written word and enrich their language and understanding
- Have opportunities to hear a wide variety of texts read aloud
- Have access to a wide range of reading materials in various formats
- Appreciate that books from all genres are produced by authors, illustrators and publishers, and develop opinions about the work of these people
- Are encouraged to use a range of reading strategies in an appropriate way
- Offer personal and critical response to what they read
- Are able to use their reading skills to improve their learning across the curriculum
- Perceive research as an enjoyable and purposeful activity
- Have opportunities to use the school and class libraries
- Develop reading as a lifelong habit

Reading is taught through a combination of many of the following:

- Reading to and with the child
- The development of phonological awareness
- Whole-word recognition
- Re-telling and prediction
- Using context, picture, syntactic and semantic clues
- Discussing character, plot, themes and style
- Using inference and deduction
- Recognition of grapheme combinations
- Development of presentation skills when reading aloud
- ICT packages (IDL intervention, Oxford Owl)

The timetable enables a variety of reading experiences within English lessons, in group and shared reading sessions, discretely and in a variety of cross-curricular contexts. Whole class teaching of Reading seeks to develop children's comprehension skills to fully prepare them for life ahead. Children also read individually to teachers, teaching assistants and/or visiting adults, who invite them to share and discuss their responses. Parents, friends, authors, illustrators and other visitors are welcomed into school to listen to children read, discuss their choices, share their own reading experiences, perform and run workshops.

The school holds annual Book Weeks and author studies to stimulate the children's interest in reading.

4.1 Assessment of Reading

The content domains for Reading as outlined by the DfE help guide the assessment of Reading where a Reading age in years and months is given using the 'Cornerstones' assessment tool.

We assess the following aspects of each child's development as a reader:

- The acquisition of a growing range of strategies for decoding words and making sense of the text
- The ability to use these strategies appropriately and flexibly
- The enjoyment of books and reading, and confidence and motivation in approaching new texts
- The range of reading experiences, both at school and at home
- The ability to reflect on reading and respond personally and critically to written text
- The ability to access, assess and present information from non-fiction texts
- The ability to use ICT to access information

5 Writing

Teachers should understand the skills and strategies involved in teaching writing and understand that writing is essential to thinking and learning and to investigating and organising ideas. Writing should be seen as an enjoyable activity in itself.

Pupils should:

- Be taught to write fluently and accurately, understanding related rules and conventions
- Learn to write for communication by creating images, describing experiences, ideas and feelings, and organising information in order to engage, inform and persuade
- Learn a variety of forms of writing, such as letters, notes, narrative and poetry
- Be able to choose form and content to suit purpose and audience
- Be able to compose on paper and on screen, using different fonts and layouts
- Learn to respond critically to their own and to others' writing
- Learn to redraft their work to develop and improve content, style and accuracy.

In order to maintain a positive climate for writing, teacher should:

- Ensure that extended writing time is frequently and regularly available
- Provide access to a wide range of quality reading resources including non-fiction, stories, and poetry and play scripts in various formats
- Create frequent opportunities to share and publish writing
- Share their own favourite writing and texts with the children
- Allow opportunities for reading whole texts as well as extracts
- Expose children to a wide range of authors, poets and storytellers, planning opportunities for children to encounter good examples of writing and investigate an author's craft
- Use demonstration as well as shared and supported composition on a regular basis.

5.1 Handwriting

Aims are:

- To develop a legible, fluent and comfortable style
- To appreciate the aesthetic qualities of handwriting
- To gain pleasure from presentation
- To ensure that a good standard of handwriting is used and maintained in all areas of the curriculum.

Children are taught handwriting from Foundation Stage and discrete handwriting sessions then help children to progress through three stages:

Stage 1 – developing correct letter formation, posture and pencil grip

Stage 2 – learning to join letters and developing a cursive style

Stage 3 – to be increasingly able to make their first draft their best copy.

The 'Penpals' digital handwriting scheme is used to support this learning through Foundation Stage and Key Stage 1. Teachers are expected to set a good example by writing neatly and in the style agreed when marking children's work or writing on the board.

5.2 Spelling

Children are taught strategies enabling them to:

- Spell accurately and identify reasons for mis-spellings
- Proof-read their spelling
- Recognise and use word origins, families and roots to build their skills
- Use dictionaries, thesauruses and spell-checks.

The majority of children will be able to spell words specified in the appendices of the National Curriculum 2014 at the end of each school year and/or key stage. In Key Stage 2, RWI Spelling scheme is used to deliver, track and assess pupil's spelling, following on from Floppy Phonics provision in EYFS-Year 2.

5.3 Grammar, Punctuation and Vocabulary

Teachers should understand, teach and demonstrate in their everyday practice the formal conventions of Standard English language. They should emphasise their importance to meaning and effect. Teaching of Standard English features in all areas of the curriculum, whether discrete or in active context, and should be developed whenever possible.

5.4 Assessment of Writing

Teachers use assessment as an integral part of the teaching and learning process and link it clearly to learning objectives. They record and track each child's progress using Key Performance Indicators for the Year group being taught, show analysis of achievement in relation to learning objectives and use this to set next steps. They use a variety of formative assessment methods and constructive marking strategies (*see Marking Policy*), involving children in their own assessment through explicit understanding of learning objectives and demonstration of independent writing ability.

6. Planning and Assessment

6.1 Planning

Long and Medium term plans provide overviews of content, resources and objectives across each term, whilst short term planning is flexible in reflecting the teacher's formative assessment of achievement after each session.

Planning is in accordance with the National Curriculum framework for the coverage of reading, writing, poetry, speaking and listening, drama and role play across a variety of genres.

English is planned separately to other subjects and follows established schemes of work for phonics, grammar and spelling to ensure developmental learning based on prior knowledge

Pupils are taught in Year group classes and planning shows differentiation by age and ability. Pupils may be grouped by ability, with those entitled to Pupil Premium funding (PPF), with English as an Additional Language (EAL) or appearing on the Register of Special Needs (SEN) given additional or discrete support, which is tracked and monitored. Similarly, pupils who are Gifted and Talented (G&T) receive differentiated support to ensure continued and progressive attainment.

6.2 Assessment

Pupils are assessed on an on-going basis during every lesson and planning is adapted accordingly. They undertake both peer and self-assessment on a weekly basis in order that they have a good understanding of their next steps for learning. Formal summative assessments of reading (both decoding and comprehension) and writing (including spelling, grammar, punctuation and composition) are carried out against the year group KPIs, tracked and monitored at least termly. The PIRA reading test is used to track those working below age-expected level. Staff attend moderation sessions in school and at collaborative and local authority level.

End of Key Stage assessments are carried out in accordance with legislation and results inform the school's SEF, development plan and performance management.

6.3 Specific Groups

Analysis of achievement is carried out termly and pupils who are making slow progress are discussed and plans made for their continued support and progression. EAL, SEN, PPF and AGT children are given additional, monitored English support following formative assessment. This is delivered by one of the class teaching staff specific to the phase in which that child is in.

Appendix 1.

Reading at Meriden CE Primary

Intent

Reading has a central place in the learning experience of all children, so we aim to make reading the key focus of our English curriculum. Children are immersed in the wonders of high-quality texts, combined with learning reading skills that are embedded across the whole curriculum. We aim to instil a life-long passion for reading, unlocking a rich reading culture drawn from a varied literary heritage.

Reading aims

- Be fluent
- Have strategies to decode unfamiliar words
- Read at length (increase stamina for reading longer pieces of text)
- Use reading to unlock other areas of the curriculum
- Develop a love of reading

Our Reading story

- Demonstration reading

Beginning in EYFS, we use demonstration reading to engage and motivate children to learn. This continues right through school, with texts chosen from our Reading Spine (pitched for challenge and to ensure a range of literary heritage is covered).

- Independent reading

Children are encouraged to read independently through books taken home (these are matched to Floppy Phonics sounds that have been taught and are 90% decodable), engaging reading areas in classrooms and throughout school, reading events (such as Reading challenge and Summer Reading Challenge- linked to the local library), library visits and parent volunteers that support reading in school.

- Reading lessons

In EYFS, children are heard both individually and as part of a small group each week. Children are encouraged to read their environment and also access continuous provision made with vocabulary as a focus. In their small group, as well as working together to answer questions about their book, children read both to the teacher and to themselves. These books accompany the child home and form part of our home school reading plan. Parents are encouraged to hear their children read regularly and are sent 2 books (one that has been read in class and one that is a story to share). This supports the early sound recognition and segmenting and blending of sounds and words.

In Year 1, this model is continued with a greater emphasis on the group read and whole class extracts. Similarly in Year 2, whole class extracts and shared reading are more typical to ensure children are prepared for Key Stage 2. Teachers monitor those who are less able to ensure that they can partake fully in these sessions by using strategies to support their reading (these may include a pre-read, adult or peer support, 1-2-1 focused intervention)

In Key Stage 2, children read as a whole class up to 4 x per week. Book talk is a focus and written recording is at least once per week. There is a particular focus on clarifying vocabulary, predicting and summarising and inferring from the text, although all domains are covered.

Assessment

1. To assess reading in EYFS teachers follow teacher assessment guidance and annotate evidence.
2. In Years 2 and 6, SAT data forms summative assessments, while teacher assessments support this.
3. In Years 1, 3, 4 and 5, Corner Stones Assessments are used as a summative assessment each term as well as ongoing formative assessments in class.