English Nursery and Primary School

ENS



English Policy

January 2022

Review date October 2024

1. **AIMS**

We aim to develop pupils’ abilities in English through an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

**2. CURRICULUM REQUIREMENTS**

ENS follows the English National Curriculum (2014) to determine the requirements for the teaching and learning of English within the appropriate Year Groups.

**In the Early Years/Foundation Stage** (ages 3-5)children are given opportunities to:

* speak and 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 opportunities to communicate;
* develop their phonemic awareness.

**At Key Stage One (Years 1 and 2)** children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds.

**At Key Stage Two (Years 3-6)** children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works.

**3. SUBJECT ORGANISATION**

**Early Years/Foundation Stage**

In Nursery and Reception children have daily discrete phonics sessions. Children have opportunities to develop their English communication, language and literacy skills on a daily basis in both adult led and child initiated activities.

**Key Stage 1**

In Key Stage 1 daily discrete phonics lessons continue and are taught in ability groups, while children have daily mixed ability English lessons with an emphasis on real texts. Children take part in guided, paired and individual reading sessions and have regular story times to develop a love of reading. Literacy skills are developed across the whole curriculum. Provision is made for children who require extra support through targeted intervention programmes and differentiated class teaching.

**Key Stage 2**

In Key Stage 2 Children have daily Literacy Lessons including grammar for writing. Additional literacy sessions include guided reading, handwriting, class novels and spelling. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through targeted intervention programmes and differentiated class teaching.

**4. APPROACHES TO SPEAKING AND LISTENING**

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction; and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Opportunities to develop these skills include: giving a talk to the class, debating; regularly speaking in assembly; talk partners; drama lessons and workshops; and whole school performances. Children who require extra support in speaking and listening benefit from individual or small group sessions led by a Teaching Assistant or a qualified Speech Therapist.

**5. APPROACHES TO READING**

Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions which occur at least 3 times per week.

We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

Independent reading provides time for both assessment and 1-1 teaching. Daily discrete phonics lessons in EYFS and KS1 enable children to learn to decode efficiently. This is continued into KS2 where necessary.

The Oxford Reading Tree scheme is used to support early readers as well as for guided reading. Teaching assistants support reading activities to ensure that children have daily opportunities to read with adults in school.

All children in the Reception group and Year One are listened to by an adult every day. From Year Two children read individually with an adult in school as often as possible, but at least once per week. Reading sessions in school are recorded on the “Individual Reading Record” sheet (See appendix 1) and kept in a class file.

Reading is much more than the act of decoding words. Children must demonstrate to the teaching staff that they understand what they read before they are ready to move to more demanding texts.

Each child has a “Home Reading Record Sheet” (See appendix 2), that parents use to share information about a child’s reading and acknowledge any reading completed at home. All parents are strongly encouraged to read with their child daily.

Children take books, from the Oxford Reading Tree scheme, home to practise and consolidate their reading skills. Teachers may send numerous books home, depending on the enthusiasm of the child.

In the class reading file, a record is kept of when reading books go home and upon their return to school. Each child has a complete historical record of all the books they have borrowed. This is passed up to the next class each year.

In Key Stage 2, when children have successfully completed the reading scheme, they choose books from the library, to take home and read. These are recorded in the same manner within the class reading file. In addition, these books must be logged in and out of the library using the school’s electronic library system “Libib”.

Choices are guided by the class teacher to encourage children to select increasingly complex and demanding texts. We continue to expect all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Throughout the Key Stage children become more independent in recording what they have read.

Books should be brought back into school by Thursday and replacements sent on Friday. No new books will be sent home unless previous books are returned.

In the event of lost books, parents will be charged for replacement books plus carriage from the UK.

All children from Year 1 and above are also encouraged to borrow an additional book from the school library for their own enjoyment. This is a completely free choice and not linked to levels of attainment in reading. These books are logged in and out of the library using the school’s electronic library system “Libib”.

The children learn how to correctly file returned books to the library according to our library system.

Books are celebrated in school to promote the pleasure and knowledge that can be gained from them, i.e. annual Book Week; books are given as birthday and Christmas presents and at the end of each school year.

**6. APPROACHES TO WRITING**

We aim to develop the 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 throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. There are many opportunities for children to improve their writing inspired by drama techniques and film clips. They may be asked to produce their writing on their own or as part of a group. Children will also be given the opportunity to use ICT for their writing.

From every child’s early writing attempts, they are encouraged to use their knowledge of letters and sounds in order to sound out the words independently or with adult support or using a sound mat for support (simply copying words is not acceptable). This encourages them to write using much more complex and unusual words, rather than choosing those that they know they can spell correctly.

Children’s attempts to write complex words are praised as much as correct spelling.

Children are explicitly taught to verbally construct their whole sentence before they write it, and to continually go back and read where they are up to in that sentence.

Teachers are explicit about what they are looking for within any writing task – handwriting, spelling, genre, finger spaces, punctuation etc. and mark to the agreed success criteria.

**All children from Y1 up should complete a piece of extended, independent writing at least once a fortnight (this can be in any form/genre or subject; English, History, Science etc.).**

**6a. Handwriting**

We use a simple cursive style of handwriting in school to help children develop fluent, clear and legible joined up writing.

In the Early Years Foundation Stage, children are encouraged to build the strength and dexterity to allow them to write with control and coordination. This includes many physical activities to encourage fine motor control and to build up muscles in wrists, hands and fingers. A tripod pencil grip is encouraged from the earliest drawing and writing activities.

Initial letter formation is taught as part of the phonics programme, beginning in Reception.

All classes from Year One upwards have explicit handwriting lessons at least three times per week.

As English letters differ from Russian, in that they have different heights, the positioning of letters on lines is explicitly taught and continuously referenced during any teacher modelled writing activity.

Letters are taught in groups of same formation:

1. The ladder family - l i u t y j
2. The one-armed robot family – n m h k b p r
3. The curly caterpillar family – c a d e s g f q o
4. The zig-zag monster family – z v w x

Joined handwriting begins to be taught when children are able to form printed letters clearly.

**6b. Spelling**

Spelling is taught using the National Curriculum (2014) as a guide for spelling patterns taught in each year group.

Spelling teaching and expectations for the Reception group is based on phonemically correct words using the phonemes taught in phase two and phase three of the “Letters and Sounds” publication, along with the irregular or “tricky” words from those phases.

In Year One, children consolidate their knowledge and use of phonemes and irregular words within the first three phases of the “Letters and Sounds” document, through phase four and move on to use some alternative spelling patterns, as directed in phase five, along with other words as specified in the National Curriculum for that year group.

From Year Two, Spellings are taught following a particular spelling pattern or rule from their year group or as identified from the National Curriculum spelling requirements for Year Two, or children’s own work, using words that are of the appropriate level.

Spelling is taught in an active way, by a variety of methods that engage children and encourage curiosity, such as investigations, mnemonics, rhymes, rules and games.

Spelling practise, along with reading, is sent out on a Friday as weekly homework.

Spellings for Homework must be handwritten by an adult (using the appropriate sheets) providing a good example to encourage correct formation of letters when learning spellings.

As with all Homework, Spellings must be acknowledged by an adult either as ticks and signature, or a comment.

**6c. Grammar**

Grammar in Key Stage One is usually taught as a part of the English lesson.

Due to the increasing complexities as the children work through the school, by Key Stage Two, grammar is taught as a separate discipline at least twice per week.

Requirements for each year group are set out by the National Curriculum (2014).

**7. 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 English lessons to other areas of the curriculum.

**8. THE USE OF TECHNOLOGY**

We recognise the important role technology has to play in our school in the development of Literacy skills. Children may be given opportunities to use technology in class to practise specific skills through carefully chosen programmes, and to produce a wide variety of texts using word processing and desktop publishing programmes.

**9. ASSESSMENT AND TARGET SETTING**

Work will be assessed both through classwork and through more formal assessments in line with the Assessment Policy.

**10. INCLUSION**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. More able children will be identified and suitable learning challenges provided.

January 2022

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**Library Use**

**Child or teacher personal borrowing**

* All books borrowed from the library areas must be recorded in the class library folder and in the online system “Libib”
* Books must be returned to school the following Thursday. They may be reissued for another week if desired.
* Upon return, all books must be recorded as such in the class folder before being marked as returned on the “Libib” system.
* Any books which are not returned by Thursday/Friday am must be recorded on the tracking spreadsheet. An email must be sent to inform school administrators and an email will be sent home by them immediately. **No more books may be issued to that child until the book is returned or an invoice is paid.**

**Class borrowing**

* Books must be traceable at all times, therefore all books borrowed for use in a classroom must be recorded using the “Libib” system.
* When taking books for topics in class, please be mindful of other borrowers i.e. Please do not clear the entire section of the library unless completely necessary.
* Where there are multiple copies of novels for a class reading set – the set must remain together regardless of the number of copies actually needed.
* If there is a particular topic that you find is short of books, please send an email with your concern to the Head of School.