



English Policy

Review Date February 2021

Every Child, Every Chance, Every Day, Working Together



ENGLISH POLICY

Review Date – February 2021

1. **WHAT DOES ENGLISH MEAN TO OUR SCHOOL?**

Crabtree Farm Primary School gives high priority to English work and puts English skills at the very centre of all children's learning. Throughout this policy we have outlined the principles, aims and objectives that we believe are instrumental in ensuring the continuity and progression of the teaching and learning of English through the school. We believe that these contribute to raising standards of achievement and ensure that all children reach their full potential, becoming literate and successful learners.

2. **SPEAKING AND LISTENING**

We believe that children should become confident and competent speakers, and that speaking is a tool for learning. The four strands of Speaking and Listening: Listening, group discussion and interaction and Drama are used to engage all pupils in order to raise reading and writing standards.

Aims and Objectives

To enable children to:

- 2.1 Use grammatical constructions that are characteristic of spoken, standard English and apply this knowledge to a range of contexts.
- 2.2 Speak clearly, fluently and confidently in a range of situations including role-play, discussion, reporting and describing events, as well as more formal presentations and drama-based performances.
- 2.3 Work collaboratively and to join in confidently as members of a group.
- 2.5 Listen attentively, with sensitivity and understanding, in a variety of situations and act accordingly.
- 2.6 Use spoken language to try out and rehearse ideas before writing

3. **PHONICS**

At Crabtree Farm Primary School we aim to present high quality, systematic phonics teaching. The teaching of phonics is to be based on the Letters and Sounds 2.1 document, following the 'teach, practice, apply' teaching sequence. All sounds are to be taught as 'pure sounds'. We will enable children to start learning phonic knowledge and skills with the expectation that they will become fluent readers, having secured word building and recognition skills, by the end of Key Stage One.

In F1 children are taught to orally blend and segment, focussing on hearing and identifying sounds in words. In F2 and onwards children will have opportunities to read texts and words that are within their phonic capabilities as early as possible, even though all words may not be entirely de-codable by the children unaided. Children will



be encouraged to attempt to spell words for themselves, within the range of their phonic knowledge, by building an individual repertoire and the confidence and strategies to attempt the unfamiliar, identifying sounds in spoken words. In Key Stage 1 children are taught in target groups based on their progress through Letters and Sounds 2.1. For those children who require it phonics continues into Key Stage 2.

Aims and Objectives

To enable children to:

- 3.1 Identify sounds in spoken words.
- 3.2 Recognise the common graphemes for each phoneme (the smallest unit of sound in a word).
- 3.4 Blend phonemes into words for reading.
- 3.5 Segment words into phonemes for spelling.

4. READING

Reading will be taught regularly through either group guided reading sessions (up to Gold Book Band) or whole class reading lessons (post Gold Book Band). Shared reading is carried out in English lessons. In both of these types of lesson reading strategies and comprehension skills are explicitly taught, and assessed, in line with the 2014 National Curriculum expectations. All children in school will take home a book banded book at the appropriate level. All children have reading diaries which parents are encouraged to use at home.

Pupils' interest and pleasure in reading is developed as they learn to read confidently and independently. Pupils' read a variety of materials and use their knowledge of words, sentences and texts to understand and respond to the meaning. We have the 'Red Ted' programme running throughout school. The children collect badges as they get their reading diaries signed to encourage children to read regularly at home. To further support children's reading we encourage parent reading volunteers regularly in school.

Strategies include;

- phonetic decoding,
- book introductions,
- strategies to help us,
- explicit teaching of vocabulary,
- DERIC starters,
- six strategies of comprehension (monitoring comprehension, activating background knowledge, questioning, inferences/ predictions, determining importance, summarising),
- regular reading comprehension lessons,
- group reading,
- whole class reading.

Aims and Objectives

To enable children to:

- 4.1 Read with fluency, accuracy, understanding and enjoyment.
- 4.2 Become independent, discerning and critical readers.
- 4.3 Develop an awareness of the range of reading skills required for different purposes and for a range of text types.

5. WRITING

At Crabtree Farm Primary School we instil in pupils the belief that writing is both essential to thinking and learning, and enjoyable in its own right. Furthermore, the utilisation of writing skills is cross-curricular and not restricted to the English lesson.

Spelling is taught initially through phonics and then through isolated spelling lessons. All children in KS1 and KS2 are given spellings to learn and are tested weekly.

Children receive regular handwriting lessons in Early Years and then daily handwriting lessons in KS1 and KS2.

Modelled, shared, guided and independent writing takes part in English lessons, with skills learned being practiced on a cross-curricular level. Grammar is taught using the Rainbow Grammar Curriculum.

Aims and Objectives

To enable children to:

- 5.1 Become independent, enthusiastic writers.
- 5.2 Express themselves in different contexts and for a variety of purposes and audiences.
- 5.3 Become aware of the writing process from ideas through to completion, being able to assess their own efforts and improve them through drafting, sharing, refining and editing, including using ICT.
- 5.4 Deepen their understanding of grammatical structures (including punctuation) and apply these skills in their writing in a meaningful and creative way.
- 5.5 Extend and develop their creative abilities by experimenting with a range of genres, poetry and language conventions.
- 5.6 Present written information effectively through developing fluent, joined and legible handwriting, and using ICT.
- 5.7 Develop a range of strategies, in order to become independent and accurate with their spelling while deepening their understanding of word structures and meanings.

6. TEACHING AND LEARNING

- 6.1 Lessons build on prior learning. They are interactive, have pace and use a variety of teaching and learning strategies to cater for the varying needs of our children.
- 6.2 Lessons conclude with a plenary session to summarise what the children have learnt, address any issues arising from the lesson and indicate what the next session may involve.
- 6.3 Support staff play a varied and vital role in our lessons. In EYFS, KS1 and KS2 TAs have a specified group of children, which they work with daily.

7. RECORDING AND PRESENTATION

- 7.1 All children will complete at least one piece of extended writing per half term in their orange book. These will be marked and assessed against the Crabtree Farm writing criteria.
- 7.2 Work to be marked in line with the school's marking and feedback policy.

8. PLANNING

- 8.1 All teachers will produce weekly planning for English on the school's agreed planning format.
- 8.2 All planning should include Rainbow Grammar objectives which, where possible, should be relevant to the main lesson objective.
- 8.3 Spelling planning can either be incorporated into the main weekly plan or on a separate plan.
- 8.4 If reading objectives are being taught as part of a book topic within the main literacy lesson then these objectives need to be present on the weekly literacy plan.
- 8.5 Reading can be planned separately if it is happening separately.
- 8.6 Planning should be accessible in classrooms/ teaching areas.

9. SEND

Special Educational Needs / Lower Attaining Children

- 9.1 Children have a wide range of abilities. In their planning teachers must plan for differentiated activities to ensure that the work is matched to the needs of the individual and to groups of children.
- 9.2 Lower attaining children should have access to a broad and balanced curriculum with appropriate support.
- 9.3 Children should be taught how to use a range of apparatus and equipment to support their learning.

10. HIGHER ATTAINING CHILDREN

- 10.1 Higher attaining children should not be allowed to become complacent. They should be continually stretched. This can be achieved through:
- (a) Providing additional tasks
 - (b) Giving children the opportunity to make decisions and choices about what they do and how they do it.
 - (c) Providing activities that are staged to become increasingly challenging.
 - (d) Providing extension activities.
 - (e) Allowing time for a task to be extended.

11. DISPLAY AND CLASSROOM ENVIRONMENT

- 11.1 It is an expectation that in each teaching area there is an English working wall which should include rainbow grammar terminology, phonics/spelling conventions and vocabulary.
- 11.2 Within each teaching area there is an expectation that high quality cross curricular writing will be on display.
- 11.3 Every classroom will have a designated reading area that should include a selection of high quality children's literature and an inspirational environment in which to read.