



Lilleshall Primary School

English Policy

Rationale

The use of English in spoken and written form is the foundation of all learning. At Lilleshall School we believe that 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.

Aim

The overarching aim for English at Lilleshall School is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. This will ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- develop their phonic knowledge, skills and understanding of spelling convention and use them to read and spell accurately.
- develop a fluent, neat and joined handwriting style as early as possible.

National Curriculum

Spoken Language (See page 17 The National Curriculum in England key stages 1 and 2 framework document)

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.

Spoken Language at Lilleshall Primary School

Reception

Children entering school in Reception will have already had a wide range of experiences in literacy and we value and build upon these individual experiences. There is a focus on communication and language ensuring children are able to listen, attend, communicate following social norms and use a range of vocabulary to express themselves verbally.

Key Stage 1 / Key Stage 2

On entering Key Stage 1 we provide opportunities for the children to speak clearly, fluently and confidently to different audiences. We encourage a wide use of interesting vocabulary appropriate to the context. This will be achieved through children's involvement in everyday role play, collaborative group work, peer assessment and experiential days within the classroom. Children are also given opportunities to speak in assemblies, take part in concerts and information evenings for parents, sit on school committees, deliver presentations in the wider school environment and experience an

annual theatre workshop based on a well-known story as well as other drama performances. (See page 17 **The National Curriculum in England key stages 1 and 2 framework document**).

Children who are identified as not meeting the age related expectations in Speaking and Listening are screened using the Talkboost Screening Tool and attend age appropriate Talkboost sessions as required.

Reading (See relevant Early Years and Key Stage 1 and 2 documents)

At Lilleshall Primary School we value the importance of reading for enjoyment as well as being able to read confidently and fluently. In our curriculum we aim to incorporate all aspects of reading across all areas of the curriculum.

The ELG for Early Years and 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.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. The school implements Supersonic Phonic Friends, a fully systematic synthetic phonic programme which is approved by the DfE.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Reading comprehension develops through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious

young minds. The school overview for comprehension can be found in the reading part of the website under reading comprehensions strategies.

Reading at Lilleshall Primary School

Reading Incentives at Lilleshall Primary School

A Star Reader is chosen every week and is recognised by the head teacher in the Celebrating Success assembly.

The school holds a book fair week every year where children have experience of a range of age-appropriate texts and are encouraged to purchase books for their own enjoyment. Parents are invited to come and use the book fair after school with their children.

The most improved reader and the most enthusiastic reader will be chosen by the class teacher and will be awarded a book token each term to celebrate their success.

The school takes part in Shropshire Bookfest which alternates between 'Readers to Writers' and the Shropshire Bookfest Book Award. As part of 'Readers to Writers', the children have the opportunity to meet a well-known author and take part in a workshop with them. The children can then enter a competition where they could have their story published. For the Bookfest award, KS1 are able to read a range of quality picture books and vote for their favourite; KS2 read longer texts and they too vote for their favourite. Authors and illustrators of the books value this feedback and recognition from the children. KS2 children are invited to the award ceremony.

Reception / Key stage 1

These are the planned for opportunities for reading in Reception and Key Stage 1 classes:

- Daily phonics session following the Supersonic Phonic Friends programme.
- Independent reading using matched phonically decodable books with a focus on decoding and reading with fluency and automaticity.
- 1-1 reading where appropriate.
- Sharing stories with the class.
- Whole class reading - Teachers lead the reading and children answer comprehension questions both verbally and written depending on their group.

- Get Set Read - children reading for pleasure - their own books
- Peer reading
- Bottom 20% heard read 3 x a week
- Pre and post phonic teaching is used to support learners at the point of need

Key stage 2

These are the planned for opportunities for reading in key stage 2 classes:

- Guided reading using fiction and non-fiction including First News - focus on comprehension and inference.
- Reading for research
- Independent reading
- 1-1 reading
- Reading to present work
- Peer reading
- Whole class shared reading
- Bottom 20% heard read 3x a week

As part of our home school agreement with parents, pupils are encouraged to share books and read regularly at home.

All children are invited to read for pleasure during our *Get Set Read* sessions which happen weekly.

Writing (See page 22 The National Curriculum in England key stages 1 and 2 framework document).

At Lilleshall Primary School we offer pupils opportunities to use their skills in writing in a variety of interesting and stimulating contexts.

The ELG for Writing in Early Years and programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of

words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Writing at Lilleshall Primary School

Reception

These are the planned for opportunities for writing in the reception class:

- During daily Supersonic Phonic Friends sessions children learn how to form their letters and then digraphs using the handwriting scheme
- Handwriting - children have a wide range of opportunities to practise their gross and fine motor control through continuous provision and are encouraged to hold a pencil correctly.
- Modelled writing - Teachers will model writing words and sentences during whole class sessions
- Independent writing - Children are given opportunities to write in a range of contexts including different genre during continuous provision
- Guided writing - children work in small ability groups and are taught how to segment and write words and sentences using their phonic knowledge

Key stage 1

The planned opportunities for writing in Key stage 1 are as above but in addition to this there will be:

- Whole class handwriting sessions where children develop and practise a joined hand
- Focused word and sentence level sessions to refine skills
- Opportunities for children to write at length and expand their ideas

- Slow write sessions to teach specific skills

Key stage 2

The planned opportunities for writing in key stage 2 are:

- Independent writing sessions where pupils have an appreciation of the audience and understand the features of a range of genres
- Shared writing where pupils collaborate and peer assess each one another's contributions to a piece of writing
- Modelled writing where the teacher focuses on the aspect of writing to be developed within a unit
- Regular grammar sessions are taught to develop the understanding of all word classes within the National curriculum
- Whole class handwriting sessions where pupils practice and choose appropriate fonts for the type of presentation being written
- Slow write session used to teach specific skills.

Spelling, vocabulary, grammar and punctuation (**See page 48 The National Curriculum in England key stages 1 and 2 framework document**).

The two statutory appendices - on spelling and on vocabulary, grammar and punctuation - give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar and punctuation. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Spelling, vocabulary, grammar and punctuation at Lilleshall Primary School

Reception

- During daily Supersonic Phonic Friend sessions children learn how to spell tricky words and these are shared with parents through the weekly newsletter
- Children develop their vocabulary and understanding of words through all reading, writing and spoken language activities

Key stage 1 (See page 50 The National Curriculum in England key stages 1 and 2 framework document).

The teachers will follow the programme of study for each year group taught as weekly discrete lessons.

Key stage 2 (See page 59 The National Curriculum in England key stages 1 and 2 framework document).

The teachers will follow the programme of study for each year group taught as weekly discrete lessons.

Planning

At Lilleshall school we plan together in teams following a two-year rolling programme ensuring all children cover the whole national curriculum by the end of the key stage. The teams are as follows:

Year R

Year 1 and 2

Year 3 and 4

Year 5 and 6

Medium Term Planning

Each term teachers meet to plan the overview of literacy for the term. This enables us to work using a thematic approach whereby experiential learning can be incorporated into the cycle. We make use of as many cross curricular links as possible and often English work will be found in Science and foundation books.

There is a medium-term planning format which may be used if desired or required by the SLT. See appendix 1.

ICT

At Lilleshall school we make use of a range English ICT resources. These include:

- Espresso
- Curriculum Visions
- Word
- Ebooks
- Ipads for research
- Talking tins
- Dragon dictate
- Dictaphone headset
- Phonics play
- Teach Your Monster to Read

Short Term Planning

There is a short term planning format which may be used if desired or required by the SLT. See appendix 1.

Assessment (please refer to the School's Assessment Policy and Feedback Policy)

Feedback is done throughout the lesson to effectively support the child and ensure accelerated progress is made. Assessments are used to inform future planning through same day interventions and daily planning. Please see Appendix 2 Assessment Systems

Inclusion

All pupils, regardless of their needs, are integrated into all English opportunities. Through Individual Learning Plans, targets are set to accelerate their learning and access to the National

Curriculum. These targets are regularly reviewed and shared with the children and parents so that they can aim to follow the programmes of study in the National Curriculum. Teaching Assistants and appropriate resources are used to aid inclusion.

Homework

At Lilleshall Primary School we value all home school links and ask for support in weekly reading and spelling and occasional general research activities or focused projects to support a curriculum area. We believe that quality support in these areas is valuable to the child and will ensure progress. At Key Stage 2, children are also encouraged to engage with the Century app to support their learning in reading and spelling, punctuation and grammar.

Monitoring and Evaluation

SLT and the subject coordinator will observe teaching once a year. Any areas for development are followed up by SLT in key stage meetings or individual support sessions as appropriate.

Book scrutinies are carried out by SLT, Subject leaders and Teaching and Learning consultants and areas for development are followed up by SLT in key stage meetings or individual support sessions as appropriate.

Lesson study with colleagues from the same key stage are used to develop whole school areas for development.

Parent information evenings are used to evaluate and develop key areas of the curriculum by staff which are then shared with parents.

Governors are invited to be involved in all the above events and use this knowledge to report back to the governing body.

Policy approved by Governors

Signed Head Teacher: C. Cousins

Date March 2023

Signed Chair of Governors: C. Raper

Date March 2023

