

## ENGLISH POLICY

February 2020

**Subject Leader:** Hannah Edwards and Karen McDonough



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### **Rationale**

At Dovers Green School we believe that being literate is a fundamental life skill and therefore an emphasis is placed on ensuring that children are taught the skills necessary to become proficient readers, writers and communicators. Learning to become literate develops children's ability to listen, speak, read and write for a wide range of purposes. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

English is taught from Foundation Stage to year 2 to cover the requirements of the Early Years Foundation Stage Curriculum and the National Curriculum at KS1. Every class will have a daily lessons which focus on different elements of English, but the skills learnt will be developed, reinforced and applied in all curriculum areas.

### **Aims**

- To enable children to speak clearly and audibly and to take account of their listeners.
- To encourage children to listen with concentration, in order to identify the main points of what they have heard.
- To give children the opportunity to talk for a range of purposes, including real and imaginary events, discussion, drama and reporting.
- To show children how to adapt their speech to a wide range of circumstances and demands.
- To teach children effective communication, both verbal and non-verbal, through a variety of activities, including the communication of their ideas, views and feelings.
- To help the children become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge.
- To develop enthusiastic and reflective readers, through contact with an extensive range of quality reading material.
- To expose children to adventurous vocabulary through the books they read and the books read to them.
- To foster a love of books and reading for pleasure.
- To foster the enjoyment of writing and recognition of its value through writing for a variety of purposes both fiction and non-fiction.
- To teach the children how to write using a cursive script.
- To improve the children's planning, drafting and editing of their written work.
- To use ICT and film where appropriate to support literacy work.
- To teach children how to re-tell stories using actions to improve vocabulary choice and story writing.

### **We will do this through:**

- using a range of creative approaches to meet the needs of all the children and to suit their varied learning styles (visual, auditory and kinaesthetic) and interests. This will include the use of visual literacy such as film, Pie Corbett's Talk for Writing structure, 'The Boxing Clever Approach' developed by Alan Peat, talk partners and role play.
- daily phonics lessons for the children in EYFS, year 1 and those needing it in year 2 where children are taught to read and write using the systematic phonics programme Read Write Inc and also participate in additional active phonics lessons

- weekly grammar lessons for KS1, following the No Nonsense Grammar scheme.
- daily spelling lessons in year 2 following the Read Write Inc spelling programme
- spelling lessons three times a week in year 1 where the children are taught spelling rules and patterns and have the opportunity to practise and apply these as well as practising the spelling of high frequency words so that they become habitual.
- developing the children's understanding of the patterns in language through the teaching of spelling patterns so that they can generate rhyming words, including pseudo- words.
- using mnemonics to teach tricky word spellings.
- access to high quality reading material, including Reading Scheme books that have been carefully chosen by the teacher to match individual children's needs and interests.
- access to books carefully chosen to suit each child's phonic ability.
- over a three week period each child will be heard by the teacher, teaching assistant and have their ladybird/butterfly words checked. This will be on a rotation.
- In EYFS children are have an individual and guided read once a week either by the teacher or the teaching assistant. They all receive a weekly shared reading session.
- identifying children who need additional reading support and allocating them to Teaching Assistants.
- every class having a planned daily story time in which books and authors are chosen to ensure that children listen to a wide range of quality fiction and poetry. Children are read chapter books as they move through year 2.
- planned, daily shared writing in every class. This may not be linked with English work but could and should be cross curricular. Teaching Assistants should be actively involved by scribing using the writing process or by recording ideas, words and phrases.
- the use of English working walls in KS1 to support teaching and children's learning.
- developing the children's confidence in using high quality language in both oral and written work through the following strategies:
  - 'Name It' - for example, if a child talks about a car, insist that the child names the make and model to add more detail and interest.
  - 'Push! Push! Push' - do not accept the first idea given, push the children for better quality language.
- pre-teaching key vocabulary across the curriculum.
- planning slides to include a key vocabulary slide at the beginning of each lesson.
- teaching children how to use a dictionary in year 1 during the summer term if appropriate and a thesaurus in year 2.
- encouraging children to "have a go" when writing and not to 'dodge' words just because of the spelling. In shared writing, teachers and teaching assistants will model using dotted lines under spellings that they are unsure of and children are to be encouraged to do the same in their independent writing.
- in KS1, every child participating in at least one guided writing session per week with the teacher.
- children in Foundation Stage will participate in a guided writing session as soon as it is felt they are ready.
- in KS1, every class having a 'word of the week' to celebrate adventurous vocabulary and to encourage children to use this word in their writing.
- ensuring that the children have access to quality role play opportunities.
- handwriting lessons teaching children how to form letters correctly using a cursive script. Children in the Foundation Stage will be taught to join their handwriting if it is appropriate for them to do so.
- all KS1 mainstream children having English targets so that they know what they are working on and what they have to do to improve. Foundation Stage children and children in Badgers Class will be given targets when it is felt they are ready.
- providing each child with quality verbal or written feedback, and teachers use highlighting to assess individual progress.
- children assessing their own progress by highlighting success checkers using green, yellow and pink. This starts from the summer term in year 1.

- year 2 children having their own personal dictionaries where they can record new words or words they are struggling to spell.
- The use shape coding which help the children with their sentence structure.
- providing our SEN children with strategies and resources to support their sentence construction such as cut up sentences, the use of Clicker, phoneme frames and colour coded sentences.
- having a weekly oracy learning objective to improve children's ability to express themselves fluently
- cross curricular opportunities for oracy are planned and taught to teach these skills

## **ICT**

Every classroom has an interactive whiteboard and computers to aid literacy skills. Children also have access to iPads and LED boards. These can be used in conjunction with 'Clicker' to help early writers. There is a CD player in each classroom and a listening station in the library. There are also many different types of recording devices such as tablets, storyphones, and talking books on which the children can dictate and replay conversations, stories etc.

## **Monitoring**

The teaching and learning of writing skills and development will be monitored by the subject leaders through the short, medium and long term plans, work sampling, talking to children, classroom observations and pupil data analysis. A termly subject report is compiled by subject leaders and shared with SLT and teaching staff.

## **Assessment and Record Keeping**

Assessment in English is an on going process. Work is monitored by the Class Teacher, Subject Leader and the Special Educational Needs Co-ordinator in line with the Assessment Policy. Assessment data will be entered on Target Tracker and class tracking grids on identified dates.