**PARSLOES PRIMARY SCHOOL**



**English Policy**

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**English Policy**

**Rationale**

The development of language skills in both written and spoken forms is necessary to increase pupils' confidence and competence in organising and communicating their thoughts to others.

Additionally English will provide pupils with the opportunities, skills and knowledge to consider critically and to draw meaning from the writing and speech of others, in a range of genres and forms.

English not only facilitates learning throughout the curriculum but is also a subject in its own right, to be experienced and enjoyed. The needs of all children, including those who have special needs and who are bilingual/multilingual, will be addressed. (see EAL policy and SEN policy).

Planning for English will take account of these needs and include teaching approaches necessary for children of the complexity, mutability and variety of language and its systems.

**Purposes:**

1. Enable children to use language accurately and fluently, appropriate to purpose and context. Children will develop a rich and broad vocabulary.

2. Provide experiences that will develop their confidence and enjoyment in the use of the written and the spoken word.

3. Encourage children to take pleasure in storytelling and give them opportunities to read with enjoyment for an increasingly broad range of purposes.

4. Develop children's skills to read critically, make inferences, evaluate and to make comparative judgements about texts.

5. Increase over time children's explicit understanding of language systems and of ways in which language varies with place and time.

6. Enable children to reflect on the structures of different texts and to plan their own writing in the context of their developing understanding, including the use of I.C.T.

7. Make children explicitly aware of the figurative language encountered in their reading and listening and encourage them to use this knowledge in their own work.

8. Develop their ability as independent and creative language users over time.

**Guidelines:**

**General**

1. English is taught through immersion in a range of high quality texts.

2. Through baseline assessment and continued formative assessment an early identification should be made of problems in any of the areas of literacy and speaking and listening, and specific provision made for those children. (see S.E.N policy)

3. Planning for all areas in English will be informed by the current National Curriculum guidance and the Talk4Writing programme developed by Pie Corbett.

4. A high emphasis is placed on vocabulary development throughout the school.

5. Early reading skills are developed through systematic phonics teaching to ensure that all children become fluent readers.

6. In addition to daily English and reading lessons, cross curricular opportunities for speaking, listening, reading and writing are provided by all class teachers.

7. All resources for English are located either in individual classrooms or in the Teachers’ Library and library.

**Speaking and Listening**

1. Children will be provided with a supportive environment for speaking and listening via a series of planned opportunities to talk and to listen in every year group.

2. English lessons follow Talk4Writing, which places an emphasis on high quality oral work. Children's contributions will be encouraged, expected and extended.

3. Teachers will employ a variety of methods to set acceptable standards of noise level. e.g.. demonstrate partner voice.

4. Adults working in the classroom will offer models for ways of talking and listening. Adults will demonstrate and draw attention to the overt signs of courteous and responsive listening.

5. Adults working in the classroom are high quality models for spoken language, using a broad and rich vocabulary.

6. Opportunities for a variety of drama strategies are included within Talk4Writing so that by creating an imagined reality, different roles can be adopted and different demands made on the children's language.

7. Children will have an opportunity to take part in a range of developmentally appropriate activities across the curriculum to include reading and reciting aloud poems, retelling, reporting, instructing, debating, describing, etc.

8. Children will develop a sense of audience by waiting for quiet and speaking to be heard. They will develop the skills to tell a story and perform a piece of written work.

**Vocabulary Development**

1. Vocabulary development has a high profile across the school from EYFS to Year 6.

2. Children are taught core vocabulary in their English lessons as part of the Talk4Writing approach. In each unit, key words are selected and explicitly taught. These words are carefully chosen so that the children can apply them in many different contexts.

3. In EYFS, key vocabulary is identified in planning and then displayed in the classroom to ensure all practitioners are embedding vocabulary in continuous provision.

4. Vocabulary is explicitly taught across the curriculum. Key language is identified in planning for each subject area and is progressive across the school.

**Reading**

1. Reading is taught through immersion in high quality texts.

2. Classroom reading resources take several forms. Each class has a book corner with a selection of high quality texts at appropriate levels. Dictionaries and thesaurus are provided.

3. Every class has the opportunity to visit the school library on a weekly basis. Books from the library can be taken home to read and swapped the following week. To use the school library, a consent form must be signed and parents incur the cost of any lost or damaged books.

4. All children take an individual reading book home, which must be read with an adult at least three times a week. Parents are required to sign a reading record book which is checked by the class teacher.

5. All children from nursery to Year 2 take part in regular guided reading sessions with their teacher.

6. Children in Years 3 to 6 participate in regular reading sessions that use the Power of Reading approach to develop fluency, comprehension and understanding of vocabulary.

7. In the earliest stages teachers will demonstrate reading behaviours such as correspondence and directionality, and teach basic concepts e.g. book, page, word, line and letter.

8. In order for children to progress they will be explicitly taught to use a variety of strategies whilst placing the highest emphasis on using phonics skills to decode unfamiliar words.

9. Higher order skills, such as analysis of setting, character and themes; inference and deduction; and skimming and scanning will be explicitly taught as children progress and a simpler introduction to these areas will be made with even the youngest children.

10. Good quality literature will form the basis of all reading activities, including reading aloud by class teachers. A reading spine is in place to ensure that all children hear a range of high quality texts read aloud to them throughout their time in the school.

11. A high emphasis is placed on reading for pleasure and reading areas throughout the school are designed to reflect this.

12. Developing early reading is essential. Systematic phonics lessons are taught throughout EYFS and KS1 following Letters and Sounds guidance, supplemented by Jolly Phonics. Fully decodable books are available for children in the earliest stages of learning to read. Progress in learning to read is carefully tracked and support is in place for those who require additional help.

**Writing**

1. The school uses the Talk4Writing approach developed by Pie Corbett, which follows three key stages. During the imitation stage, children are immersed in a high quality text before innovating it and finally inventing their own example of the genre.

2. Teachers use a range of techniques such as model texts, story maps, boxing up and reading as a writer to develop the writing skills of each child.

3. Model texts are written for each genre of writing and correspond with the age related expectations for children in each year group. These model texts provide a high level of challenge and are progressive across the school.

4. In every unit of work, children study a high quality core text, which is the basis for fiction and / or non-fiction writing.

5. Children are given targets to help them progress in their writing skills. The format of these targets varies throughout the school but targets are carefully selected to accelerate progress.

6. Grammar is taught throughout Talk4Writing sessions, where children are explicitly taught to use grammar in the context of writing. Spelling is carefully tracked and taught discretely.

7. Phonological awareness, phonics and spelling will be taught regularly and systematically throughout early years and KS1. The school follows Letters and Sounds guidance, supplemented by Jolly Phonics.

8. Pupils are taught the whole process of writing, from planning through to writing, editing and publishing.

9. Pupils are taught the Nelson style of handwriting. Joined handwriting is taught from Year 1 and expected throughout Key Stage Two. During Year Three, pupils can earn their pen licence.

9. English work is marked according to the school marking policy and time is allocated for pupils to respond to feedback.