



Worth Primary School

English Policy

This document is a statement of the principles, aims and strategies for the teaching of English at Worth Primary School.

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Our vision for English at Worth Primary School

At Worth Primary School we believe that Literacy is a fundamental life skill. It develops the children’s ability to listen, speak, read and write for a range of purposes, using language to develop ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as 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 situations.

Statutory requirements

We follow the 2014 National Curriculum for English.

Aims

- To develop pupils’ ability to communicate effectively as speakers, listeners, readers and writers.
- To develop pupils’ understanding of spoken and written language so that they become enthusiastic, responsive and knowledgeable speakers, readers and writers.
- To develop pupils’ listening skills essential to communicate effectively in a range of situations.
- To help pupils understand how language enables them to experience and appreciate their world and the realms of the imagination through all media.

- To help pupils understand the part language plays in enabling them to express their feelings, ideas and experiences and those of others.
- To help pupils understand the function and importance of Standard English.
- To enable all pupils to use the English Language in all areas of the curriculum.
- To monitor and assess the language development of each child and identify any pupils having special educational needs so that barriers to learning can be overcome.

Organisation

Teaching and learning at Worth School is based on the 2014 Primary National Curriculum. Children's knowledge, skills and understanding in English are developed through studying and analysing a wide range of texts and children are encouraged to use and apply their learning in other areas of the curriculum. In Key Stages 1 and 2 this is achieved as children are actively involved in reading, writing, speaking or listening activities.

The expectation is that children will move through the programmes of study at broadly the same pace. There are children of differing abilities and decisions will be made based on the security of pupils' understanding and their readiness to progress. Intervention programmes are used when necessary. Teaching Assistants work with individuals or a group within the lessons directed by the teachers. Pupils who grasp concepts quickly are given activities to deepen their understanding.

Curriculum Planning

Long term planning for English is the Programme of Study outlined in the 2014 National Curriculum, which is used to provide a structure for the teaching of English throughout the school. Units of work have been developed to meet the needs of the children at Worth Primary School. The units of work are structured to give a termly overview, which is published on the school website. Teachers decide which objectives will be covered in each term and these inform weekly planning.

Teachers have a clear idea of the knowledge and skills to be taught in the four areas of speaking, listening, reading and writing, which incorporate reading comprehension, composition, handwriting, vocabulary, spelling, punctuation and grammar. A range of genre and texts are selected to ensure children have a rich variety of linguistic experiences.

Phonics / Spelling

A combination of Letters and Sounds and Read-Write-Inc are the key phonics schemes used in Early Years and Key Stage 1. Spelling follows the Spellzoo scheme. Children from KS1 and KS2 are tested weekly for their spellings.

Reading

From Early Years the children have a reading book selected by the school. Early Years and Key Stage 1 children use Oxford Reading Tree as the core reading scheme with additional books used to develop their reading. Children progress to a banded scheme when their reading ability shows they can thrive on a non-scheme book. The whole school participates in the Reading Ranger reward system developed by the school. Children are rewarded for reading at home with bronze, silver and gold certificates. Children who require support in their reading are selected to become Reading Rangers and share books across key stages in a small group setting.

Reading at Home

Children are expected to read at home daily. If a child does not read at home, time will be made during the school day to complete their reading.

Guided Reading

At Worth Primary School, children have a weekly guided reading session which aims to deepen children's understanding of text using a wide range of genre. These sessions are mainly adult led group activities.

Handwriting

Cursive script is introduced when a child's letter formation is correct. Handwriting activities are timetabled weekly until children can form coherent cursive script. This is maintained through high expectations for presentation throughout all subjects.

Writing

Children are given a wide range of opportunities to write across the curriculum. In Early Years, children are encouraged to write through play, moving to a more structured approach in Key Stage 1 and Key Stage 2. Writing is considered a process where grammar, punctuation and spelling are integrated in the writing process, ensuring writing is meaningful and enjoyable for children. Children are expected to edit their work using SPOT (**S**pelling, **P**unctuation, sentence **O**penings and **T**ense).

Linked policies

This policy statement should be read in conjunction with other school policies, in particular:

- Marking and Feedback Policy
- Homework Policy