

Glynwood Community Primary School

English Policy

(revised October 2021)

Aims

Glynwood School aims to provide a language-rich environment in which all children experience a variety of language opportunities, activities and teaching strategies, in order to improve their standards of knowledge skills and understanding.

Our school encourages a climate that fosters individual communicative confidence and competence and so communication, carried out by means of speaking and listening, reading and writing, is a major objective of the language curriculum. In addition, at Glynwood, promoting enthusiasm and enjoyment of these language skills plays a major part in the teaching of English.

We believe English to be of central importance to the whole curriculum for the following reasons:

- Language is crucially important to a child's emotional and intellectual development
- Language has a unique position as the central tool for learning
- Effective communication is an essential life skill
- Access to text has the potential to enrich a person's life

English, as a specific subject, appears on the school timetable daily, however, there are many other opportunities across the curriculum to support and enhance this time.

Speaking and Listening

We believe that a person's spoken language is crucial to their identity. Confidence and competence in speaking and listening enables a child to perform well in all areas of the curriculum and ensures they have the communication skills necessary for everyday life.

Children are given opportunities to:

Speak in a variety of forms for different audiences, purposes and situation

Retell stories orally using appropriate conventions and vocabulary

Reflect upon their speech as used in different circumstances and help them make appropriate choices

Develop the conventions of conversation, debate, discussion and interview

Talk in group situations, valuing the contributions of others, listening attentively and responding appropriately

Role-play, rehearse and perform to an audience both in class and to the wider school community.

Reading policy.

We believe that a child's ability to read is of paramount importance to their future education and success in life. We therefore consider the teaching of reading to be of central importance within the curriculum and a major priority throughout the school.

Year 5 and 6

- Children in years 5 and 6 participate in daily Accelerated Reading (AR), reading a range of challenging and age appropriate books within school.
- During AR the class teacher will work closely with a group of 6-7 children reading a group text; analysing, unpicking and comprehending the text.
- Teaching assistants in the classroom will hear children read on a weekly basis and record comments in children's reading record book.
- Children requiring additional support with reading receive regular 1:2:1 support from teaching staff throughout the day.
- Children will have the opportunity to access more challenging texts by being exposed to a broad and varied range of genres through whole class books that the teacher will read aloud during the day.

Year 3 and 4

- Children in years 3 and 4 participate in daily Accelerated Reading (AR), reading a range of challenging and age appropriate books within school.
- Teachers and teaching assistants in the classroom will hear children read on a weekly basis and record comments in children's reading record book. Children will receive an appropriate amount of reading books per week to ensure emphasis is placed on the enjoyment of reading and comprehending these texts.
- Children requiring additional support with reading receive regular 1:2:1 support from teaching staff throughout the day, including some children accessing the Lexia reading programme.
- Children will have the opportunity to access more challenging texts by being exposed to a broad and varied range of genres through whole class books that the teacher will read aloud during the day.
- Some children will still require regular RWInc phonics intervention to support their sound recognition, blending and decoding - teaching staff will support small intervention groups.

Year 1 and 2

- Children in year 1 and 2 participate daily in the school's Read, Write Inc (RWInc) phonics reading and spelling scheme - children are assessed regularly to ensure that they make rapid progress and are suitably challenged and supported.
- Teaching assistants in the classroom will hear children read on a weekly basis and record comments in children's reading record book. Children will receive a maximum of 2 reading books per week to ensure emphasis is placed on the enjoyment of reading and comprehending these texts.
- Children requiring additional support with reading receive regular 1:2:1 support from teaching staff throughout the day, including access to the Lexia Core5 reading programme, as well as focussed intervention sessions.
- Children have the opportunity to access more challenging texts by being exposed to a broad and varied range of genres through whole class texts that the teacher will read aloud during the day.
- Some children in year 2 participate in daily Accelerated Reading (AR), reading a range of challenging and age appropriate books within school.

Reception

- Children in reception participate in the schools, 20 minute, daily Read, Write Inc (RWInc) phonics reading scheme - children are assessed regularly to ensure that they make rapid progress and are suitably challenged and supported.
- Children have the opportunity to enjoy more challenging texts by being exposed to a broad and varied range of stories read to them at the end of every day during story time. Children are encouraged to bring favourite stories from home to enjoy with friends at school.
- Children in reception participate in daily Read, Write Inc. (RWInc) phonics sessions; these sessions include reading aloud, teaching children poems and songs and discussing stories in small groups.
- Staff hear children read in small guided reading group sessions weekly, using appropriate RWInc levelled books. RWInc books are sent home and parents are encouraged to comment on child's progress in their reading record book.
- Members of staff from across the school, parents, grandparents and other key persons visit Reception weekly to read a favourite story to the whole class.

Children will continue to be exposed to a wide range of reading activities taught by the class teacher where the focus will be developing children's comprehension of a text through direct and subtle teaching, as well as,

reading and re-reading of familiar texts to improve fluency and intonation in all children.

Children's reading is regularly assessed by teachers and teaching assistants to ensure that children are both supported and challenged with the appropriate levelled reading book for their reading age and ability. At Glynwood, we firmly believe that children should foster a love and enjoyment of reading that stays with them for the rest of their lives.

Accelerated Reading

At Glynwood, we use the Accelerated Reader (AR) scheme, from Years 2 - 6, to ensure that pupils effectively develop a range of reading skills through reading appropriately challenging books. At its heart accelerated reading is simple - a student reads a book, takes a quiz, and gets immediate feedback. Students respond to regular feedback and are motivated to continue to make progress with their reading.

AR gives teachers additional information to monitor students' reading practice and make informed decisions to guide their future learning. A comprehensive set of reports details how much a student has been reading, at what level of complexity, and how well they have understood what they have read.

Vocabulary growth and literacy skills are also measured, giving teachers insight into how well students have responded to reading schemes and class instruction. This has been found to be a great scheme to encourage children to read further for pleasure.

Spelling

The National Curriculum that children follow in Glynwood Primary school places great emphasis on correct spelling and at the end of Year 6 every child sits a spelling test. The National Curriculum requires all children to learn to spell different words in different year groups.

At Glynwood Primary School spelling is taught as part of a planned programme, following the requirements of the National Curriculum Framework. In addition, handwriting lessons, shared and guided reading and writing sessions offer many opportunities for children to talk about spelling, revisit and practice spelling strategies.

Learning to spell well is extremely useful if we want ever one of our children to become confident writers. The daily teaching of spelling aims to develop pupils to become competent, independent spellers who spend less time and effort in thinking about spelling so that they can become fluent and effective writers by channelling their time and energy into the skills of composition, sentence structure and precise word choice.

The teaching of spelling at Glynwood aims to show pupils how to become natural and accurate spellers by:

- Using a structured approach as outlined in programmes of study (RWInc).
- Ensuring that pupils learn and practise those words which they most frequently misspell as individuals in their writing (personalised learning approach).
- Increasing their spelling vocabulary: learning how to spell subject-specific words which occur across the curriculum.
- Teaching proofreading as part of the writing process (editing for spelling should take place after the writer is satisfied with all other elements of the writing).
- Using a variety of taught strategies for remembering spellings.

Assessment of spelling.

Assessment of spelling is built into teacher's termly planning and is assessed against age appropriate key curriculum learning objectives. The assessment of spelling is an on-going process, and will be assessed in part through weekly spelling tests, dictated transcript and the marking of pupils' written work - with teachers responding to individual pupil's needs. Teachers are expected to use their professional judgement as to the number of errors corrected in any single piece of writing and to be mindful of the developmental needs of pupils. Marking should identify a number of spelling errors that centre upon a particular spelling rule or convention. Progress is monitored weekly and termly with targets updated on a regular basis.

Grammar and Punctuation

Grammar is concerned with the way in which sentences are used in spoken language, in reading and in writing. Sentences are the construct which help give words their sense. The purpose of grammar teaching is to enable pupils to become conscious of patterns of language which they can apply in their own work to enhance meaning. The purpose of punctuation is to clarify the meaning of texts. Readers use punctuation to help make sense of written texts while writers use punctuation to help communicate intended meaning to the reader.

The National Curriculum gives a clear developmental programme for the introduction and acquisition of knowledge about grammar and punctuation. To teach pupils about grammar and punctuation, the emphasis is on the close consideration of examples of language in use, including pupils' own writing and on the exploration of language as a system. The aim is to develop pupils' curiosity about language and their capacity to observe and reflect, which will in turn enable them to develop more control and choice in their use of language.

The role of the teacher:

- to provide direct teaching and accurate modelling;
- to provide visual resources in an environment which promotes a developing understanding of grammar and punctuation; to observe pupils, monitor progress and determine targets for development;
- to foster an environment where teaching staff make frequent reference to correct grammar and punctuation, through subtle inclusion throughout the teaching day.

The use of terms to discuss language is important but is not an end in itself. Many pupils become skilled at repeating terms they have heard, but remain unable to transfer grammatical knowledge into independent reading and writing. Through class based teaching the objectives relating to grammar are located within sentence level work, while shared reading and writing provides a helpful context for both pupils and teachers to discuss and demonstrate grammatical features at word level, sentence level and text level. Guided writing allows pupils to focus on specific aspects of grammar and punctuation, while providing a useful framework for the application of grammatical knowledge in pupils' own writing. Grammar and punctuation lessons will allow pupils to understand the basic fundamentals and structure of the English language, however it is through teacher's effective use of modelling grammar and punctuation to a high standard, which will allow pupils to consolidate their own learning and make use of grammar and punctuation, at sentence level, in their own writing.

The National Curriculum for English offers teachers many opportunities to revisit and consolidate particular aspects of age appropriate work at sentence level. Teachers must distinguish between the teaching objectives listed for a particular term and the learning objectives for individual pupils or groups of pupils.

Writing

We believe that confidence and competence in the use of the written word enables our children to perform well in all areas of learning.

Children are given opportunities to:

- Explore and develop a knowledge of the wide variety of purposes, genre and appropriate features of writing
- Express themselves clearly by making appropriate choices in vocabulary and style related to audience
- Experience the pleasure in writing creatively
- Be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- Form letters correctly, leading to a fluent and legible handwriting style

- Become familiar in the use of word processors

Assessment and Marking

Children's writing is assessed regularly, pupil attainment is tracked and discussed during meetings. Tracking then informs planning - both medium term and personalised for each pupil. Marking of children's work gives feedback on what they have achieved and areas for improvement. Children are given individual writing targets and are rewarded when these are achieved.

Summative assessments include:

Reading and Spelling tested regularly throughout the year.

Other standardised reading and spelling assessments carried out as appropriate (e.g. SEN children)

Weekly spelling tests

Statutory SATs

Optional SATs may be used

Assessments provide a basis for discussions with parents and annual reporting. Children's progress is tracked from Reception to Y6 and good transition links are in place, both from KS1 to KS2 and KS2 to KS3.

Equal opportunities

At Glynwood, we have a firm whole school commitment to providing equal access to the curriculum for all children regardless of gender, ethnicity, cultural background or physical challenge.

Inclusion

We are committed as a whole staff to providing a broad and balanced curriculum which meets the needs of all children and supports children with SEN. It is particularly important that each child is taught basic language skills in a way, which will enable maximum progress to be made. IEPs, which identify a child's needs, are used as a focus for teaching basic skills and concepts. Differentiated teaching methods and materials enable pupils with SEN to have full access to all aspects of the curriculum. SEN support staff are trained in delivering Literacy intervention programmes, withdrawing pupils as appropriate as well as supporting in class. In RWI sessions children are grouped according to their ability in small groups.

Computing

Computing plays an important part in enhancing the English curriculum, particularly in terms of word processing and presentation of work, information retrieval, research and specific language programmes. Interactive whiteboards were introduced and have become an effective tool in the teaching of English.

Cross Curricular Links

We consider the English curriculum to be all pervasive, learning in all curriculum areas contribution to a child's development of understanding and reinforcing skills learned in English. Opportunities for children to explore and develop language use across subjects are promoted and identified through planning and monitoring.

Homework

English homework at Glynwood focuses on daily reading and learning spellings (usually weekly). Other tasks may be set at the teacher's discretion where appropriate.

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