

Policy Statement for English



Teaching and Learning

English is an integrated and fundamental component of the whole primary curriculum. Our understanding of English incorporates speaking, listening, reading and writing. These elements of language are interdependent and integral to all learning. In addition, English plays an important role in personal and social development and to life-long learning. Good communication skills equip us for everyday life and enable us to survive and function in a civilised community.

A high-quality education in English will teach students 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. With reading in particular, students have a chance to develop culturally, emotionally, intellectually and socially. Reading also enables students 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.

The national curriculum in England was introduced by the Department of Education in 2014. The curriculum aims to equip young people with the knowledge, skills and understanding they need to thrive in our world today and the future.

The overarching aim for English in the national curriculum is:

Promote high standards of language and literacy by equipping students with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all students:

- 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.

The Fermor Four in English

<u>Relevance</u> English is a fundamental part of learning across the whole curriculum. The children should be able to apply what they have learnt in English to other subjects. They should be able to use the skills that they have developed in English learning to help enhance their learning in different subjects. In addition, the children should be able to transfer the skills and knowledge that they have gained to help them thrive in the wider world.	<u>Engagement</u> Students should have a positive attitude towards reading and writing. They should be able to talk enthusiastically about books that they are reading for pleasure and books that are being read in the classroom. Children should be encouraged to enthuse other children to engage with books that they have enjoyed.
<u>Questioning</u> Students should continually ask questions to help deepen their understanding and apply their learning to other situations and contexts. They will be continually encouraged to question texts during individual, paired and group reading activities and when reading as a class.	<u>Articulate</u> Students should be able to articulate their thinking and opinions using the vocabulary they have learnt. This vocabulary should be applied in learning tasks, peer talk and class discussions.

Approaches and Methods

- Speaking and Listening

Through studying a range of rich texts, we want to develop curiosity in the children and encourage in-depth discussions. There are many occasions during the week where students are given the forum to discuss and formulate opinions and ask all important questions. In addition, English is the perfect platform for role play, hot seating and performing playscripts or poems.

- Reading

Daily reading sessions expose the children to a range of age appropriate and exciting fiction and non-fiction texts. These selected texts aim to develop the children's vocabulary and passion for reading. Throughout the week, the children use the text to demonstrate a range of comprehension strategies including: recalling, predicting, summarising and answering literal and inferential questions. The selected text is often related to the children's learning in other subjects across the curriculum (English, History and Geography).

- Class readers

In each year group, the teachers carefully select a book to capture the children's imagination and provide cross-curricular links to other topics they are learning about during the term. Bringing the whole class together for this shared reading experience fosters a love for reading as well as opportunities to model how to read aloud using intonation and character voices. This starts as soon as the children enter our school in EYFS all the way up to Year 6.

- Quality texts

Through our English lessons and topic learning, the children will also experience rich and varied texts which challenge the children and extend their vocabulary. These provide the children with well-structures sentences and plots that they can 'magpie' to use in their own writing.

- Writing

Writing is taught through studying rich texts and identifying the 'wow factor' of an author's style. The children can then 'magpie' ideas from these quality texts and, through shared writing and modelling, emulate these techniques in their own pieces. We encourage children to be creative and imaginative. Throughout their time at school, the children learn about a range of writing genres.

- Spelling, vocabulary, grammar and punctuation

Rather than this being taught as a discrete area, it is integrated throughout all of the children's learning and focused on through the editing process. We ensure that there are opportunities for the children to experience rich quality texts that expose them to examples of powerful vocabulary, accurate grammar and high-level punctuation.

Cross-Curricular links

English helps children to succeed in many other subjects. Being an avid reader and having an in-depth comprehension allows children to access their learning across the curriculum. This is particularly applicable to subjects like geography and history where there are benefits to reading around a topic. English also has a place in maths when tackling word problems that demand a comprehension of the English language. All the subjects that we teach in primary school are made easier if the children are successful in their English learning.

Health & Safety

Care should be taken if re-enacting events from stories or using drama or role play, with careful consideration of props used for such activities.

Inclusion

No child should be left behind in their learning in English. We ensure that the books we choose are appropriate for all of the children in the class. We provide word banks and stem sentences to support where necessary. Work is differentiated to ensure that all of the children can access the learning. Pre-teaching sessions help children to learn new vocabulary which they will encounter in English learning. Any child who is struggling with their learning is identified and given support through intervention sessions to overlearn the skills needed in order to close the gap and reach their full potential.

The Role of Parents

Parental involvement is actively encouraged at Sir Henry Fermor. Parents can be involved in their child's development in English, especially through regular reading which starts from EYFS. In Years 1 – 6 spellings are sent home to be learnt for a weekly test. When it is appropriate, other tasks may be sent home for the child and parent to work on together, thereby involving the parent in the child's learning.

Assessment

Assessment for reading is through hearing students read regularly in a 1:1 context alongside more formal summative assessment points at regular intervals during the year. The first is a baseline, followed by an assessment task in Terms 2, 4 and 6. These assessments cover the skill of decoding evidenced through the toe-by-toe word reading test which provides a reading "age". They will also be reading tasks using material from past SATs papers or Testbase to assess comprehension skills.

Writing is assessed at the end of each genre unit through a “big write” from years 1 - 6. It is moderated rigorously by the class teacher in collaboration with the year group partner and staff from the years above using standardisation examples for comparison alongside success criteria statements.

Years 2 – 6 set weekly spelling tests to assess progress in spelling words from the NC spelling lists as well as spelling tests using SATs materials.

Phonics is assessed at least 6 times throughout the year to monitor progress. Children in Year 1 take the statutory phonic screening test in June and again in Year 2 if they have not met the pass mark.